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ABSTRACT

The National Center for Education Statistics was established to develop and provide comprehensive statistics about education in the United States. Conducting and publishing specialized analyses, reviewing and reporting of educational activities in foreign countries, and providing assistance to State and local education agencies in improving their statistical activities are among its duties. The overview and descriptions of user projects included in this report are listed by major program areas: recurring surveys and reports for libraries and for elementary, secondary, higher, and adult and vocational education; dissemination services and publications; standard terminology projects and publications; and development projects. Each project summary contains a description, purpose and use, and publications section. Typically, the surveys listed provide benchmark data for planning, evaluation, and policymaking in educational decisionmaking. (Author/DW)

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Projects, Products, and Services of the National Center for Education Statistics

1974

by
William Dorfman
National Center for Education Statistics
Education Division

EA 006 576

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Caspar W. Weinberger, *Secretary*

Education Division
Virginia Y. Trotter, *Assistant Secretary for Education*

National Center for Education Statistics
Dorothy M. Gilford, *Acting Administrator*

NATIONAL CENTER FOR EDUCATION STATISTICS

"The purpose of the Center shall be to collect and disseminate statistics and other data related to education in the United States and in other nations. The Center shall . . . collect, collate, and from time to time, report full and complete statistics on the conditions of education in the United States; conduct and publish reports on specialized analyses of the meaning and significance of such statistics; . . . and review and report on education activities in foreign countries."--Section 406(b) of the General Education Provisions Act, as amended (20 U.S.C. 1221e-1).

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Chapter 1

INTRODUCTION

The National Center for Education Statistics

The National Center for Education Statistics (NCES) was established in 1965 with a charge to develop and provide comprehensive statistics about the state of education in the United States. It inherits the statistical tradition of the Office of Education, which in the language of the original congressional mandate was "...for the purpose of collecting such statistics and facts as shall show the condition and progress of education in the several States and Territories...."

The Education Amendments of 1974 enlarge the scope of NCES' mission and, at the same time, assigned the Center--under the modified name National Center for Education Statistics--to the office of the Assistant Secretary for Education with additional mandates calling for (1) conducting and publishing specialized analyses, (2) reviewing and reporting on educational activities in foreign countries, and (3) providing assistance to State and local education agencies in improving their statistical activities.

NCES provides leadership in many areas of educational statistics, relates such statistics to critical public issues, and provides quantitative information for decisionmakers throughout the educational community. In carrying out its mission, the Center conducts surveys and studies, processes and disseminates data about education, and works to improve the quality and timeliness of educational statistics.

Objective of the Report

This publication is addressed to the many users and prospective users of NCES' statistics who can benefit by increased knowledge of the Center's surveys and output. It provides an overview of the NCES program in terms of individual projects, with particular stress on activities that impinge on users. The reader is given some indication of the breadth of coverage of NCES' statistical systems across educational institutions and functions, the extent to which continuity of time series is maintained, and the expansion into new areas as the need arises.

Organization of the Report

The material presented here consists of project summaries organized by major program area:

(1) Elementary and Secondary School Recurring Surveys and Reports
(2) Higher Education Recurring Surveys
(3) Adult and Vocational Education Recurring Surveys
(4) Library Recurring Surveys
(5) Dissemination Services and Publications
(6) Standard Terminology Projects and Publications
(7) Developmental Projects

Each project summary is divided into three sections: Description, Purpose and Uses, and Publications. Descriptions give types of information, sources of data, geographical coverage, relationship with other projects, and in some cases historical perspective. Statements under Purpose and Uses broadly describe categories of users and uses with specific applications indicated in some cases. Publications include not only printed documents available through the Government Printing Office but also magnetic tapes, maps, and unpublished materials.

Studies to improve the quality of data, efficiency of operations, or usefulness of product are not included in the project summaries, nor are projects directly assisting single clients such as the Commissioner of Education or a congressional committee.

Summary of Projects

The foundation of the NCES program consists of general-purpose surveys administered periodically to States, local school districts, institutions of higher education, and other institutional entities. These surveys provide benchmark data for planning, evaluation, and policymaking in all areas of educational decisionmaking, and are characterized by multiple users and uses. Wherever possible, time series of measurements are maintained to reveal trends. Related surveys have been consolidated to lessen the burden on respondents; to permit correlation of data across functional categories of pupil, staff, finance, etc.; and to rationalize the survey process.

For example, the Elementary-Secondary General Information Survey (ELSEGIS), the Higher Education General Information Survey (HEGIS), and the Library General Information Survey (LIBGIS) provide the core of the statistical programs in their areas of information.

The projects grouped under the rubrics of reference, estimates, and projections and of standardized terminology provide support to users of data on the one hand and producers of data on the other hand. Their importance is related to the service orientation and statistical leadership roles of the Center.

The widely disparate group of projects designated "developmental" represents a particularly dynamic sector of the National Center for Education Statistics. As these projects become operational, they are converted into parts of existing surveys and studies or open up new avenues of measurement and analysis.

Chapter 2

ELEMENTARY AND SECONDARY EDUCATION RECURRING SURVEYS AND REPORTS

The primary instrument for the acquisition and dissemination of policy-oriented data on elementary and secondary education in the United States and outlying areas is the Elementary-Secondary General Information Survey (ELSEGIS) system. The survey was initiated in 1967 and is conducted on an annual basis.

ELSEGIS acquires quantitative data on the characteristics, pupils, staff, finances, facilities, activities, and achievements of elementary and secondary schools and school systems. In most cases the data are obtained through cost-sharing contracts with State education agencies which provide for the Federal Government to subsidize part of the cost of data acquisition, editing, and data preparation. The data are obtained from the State agencies, but at the choosing of the States may be collected directly from the school system or the school. Statistics from Federal Government agencies such as the Bureau of the Census and the Office of Equal Employment Opportunity are also used in compiling ELSEGIS data.

The survey system, since its inception, has added an increasing number of surveys. Cross-references of local school system data with State aggregate totals for analytical purposes are now possible. Special studies are conducted outside the ELSEGIS umbrella utilizing data from such diverse sources as the Daily Bond Buyer and the National Education Aoociation.

Individual surveys comprising ELSEGIS and others are described in the section that follows.

Project Local Education Agency Fiscal Report (ELSEGIS) (annual)

Description

The LEA fiscal report is a sample survey providing detailed data on:

1) Receipts by type and source, including detailed distribution of Federal funds by program.

2) Expenditures by category, including current expenditures.

3) Capital outlay.

4) Debt service.

The data were orignally collected directly from a sample of school districts under terms of a cost-sharing contract. To utilize existing surveys and avoid duplicated effort, current data are being obtained from the Bureau of the Census on Form F-33. The data are cross-tabulated and inflated to obtain national estimates.

Purpose and Uses

The ELSEGIS surveys fill the need for timely, accurate statistics to implement the provisions of the National Defense Education Act, Elementary and Secondary Education Act, and the Education Amendments Act of 1974. States have requested the Federal Government, through the Office of Education (OE), to maintain the ELSEGIS series and disseminate its findings. As a consequence, an increasing number of States are becoming dependent on ELSEGIS for data collection.

The data are used by the Congress, OE program managers, State education agencies, local school administrators, international organizations such as UNESCO and OECD, and professional education groups to determine educational needs, evaluate the effectiveness of these programs, and indicate how available resources are utilized at the local level.

Publications

Statistics of Local Public School Systems, 1968-69: Finances
(HE 5.222:22027-69) $1.75

Statistics of Local Public School Systems, 1969-70: Finances
(74-147 S/N 1780-01313) $8.45

Tapes

ELSEGIS Finance (a sample)*
(Budget, revenues by source, expenditures by type, capital outlay, and debt service) 1967-68 through 1970-71

* This sample of 5,500 school districts provides State estimates.

Project Local Education Agency Fall Report on Staff and Pupils (ELSEGIS) (annual)

Description

The survey collects data on schools, pupils, and staff from a sample of local education agencies. LEA's are asked to report ADA (average daily attendance) and ADM (average daily membership) attendance figures and full-time equivalency of staff by major assignment category. Inflated State, regional, and national estimates are given.

The data initially were collected through the ELSEGIS cost-sharing contract, but current data are obtained through the Office of Equal Employment Opportunity in a cooperative effort to reduce duplication in the collection of statistics.

Purpose and Uses

The data permit OE to classify schools and school systems by size, compute pupil/staff ratios in several ways, and permit numerous other analyses. Baseline data from successive annual surveys have accumulated to the point where trend analysis will be possible.

The data are used by the Congress, OE program bureaus, State education agencies, local school administrators, international organizations, and professional education groups to determine needs and to plan and develop programs. The LEA staff, pupil, and finance surveys have been used for planning purposes by such diverse groups as the President's Commission on School Finance, the Appalachian Regional Commission, the Bureau of the Census, and the Internal Revenue Service.

Publications

Statistics of Local Public School Systems, Fall 1970 Staff
(HE 73-11415) 1973 $1.60

Statistics of Local Public School Systems, Fall 1969: Pupils and Staff
(HE 5.220:201126-69) $1.50

Tapes

ELSEGIS Staff (a sample)
(Number of staff--both teaching and non-teaching--, by grade or specialty, educational level, and changes in staff) 1968-69 through 1970-71

Project Census of Public Elementary and Secondary Schools (ELSEGIS) (periodic)

Description

The survey provides a comprehensive listing on a regional basis of every public elementary and secondary day school in the United States and outlying areas. The data provide information on the name of the school, its location, grade span, number of pupils and teachers, high-school grades, level of government control, and type of program. School-by-school data were obtained through various procedures chosen by the State education agencies from options established by NCES. Recent data are available on tapes.

Purpose and Uses

Information provided in the survey is particularly relevant to Title I, ESEA, program education, urban studies, determining congressional districts in which Federal programs are operated, and the Office of Civil Rights and other groups studying patterns of segregation. The survey also assists State education agencies and researchers in education in selecting samples that will provide accurate national, regional, or State estimates as well as to locate schools.

Publications

Directory of Public Elementary and Secondary Day Schools, 1968-69
(HE 5.220:20126)

Vol. I - North Atlantic Region $2.00
Vol. II - Great Lakes and Plains Region $3.25
Vol. III - Southeast Region $2.50
Vol. IV - West and Southwest Region and Outlying Areas $2.50

Tapes

ELSEGIS Public School Universe (2 reels)
(Name, address, county, district, grade span, enrollment by grade, level of control, numbers of professional staff) 1968-69 through 1972-73

Project Public and Nonpublic Secondary School Offerings and Enrollments (Component of ELSEGIS) (periodic)

Description

This survey of secondary school curriculum offerings and enrollments is intended to reveal the extent to which innovative techniques are being utilized to modify the more traditional patterns of secondary school curriculum organization and course presentation. A pretest was conducted in 1970-71 and a full-scale survey in 1972-73.

Purpose and Uses

The information acquired by this survey will show the current status of course offerings and enrollments in the high schools and developments over a 12-year period. It will thus serve legislative programs aimed at the expansion of particular fields such as science, mathematics, the humanities, vocational/industrial training, environmental sciences, and modern foreign languages. Federal legislation to be served includes National Defense Education Act, Vocational Education Act of 1963, Mutual Education and Cultural Exchange Act, Elementary-Secondary Education Act of 1965, and the Environmental Education Act of 1970.

Data are also urgently needed by subject-matter specialists, professional societies, and developers of textbooks.

Publication

Patterns of Course Offerings and Enrollments in Public Elementary and Secondary Schools, 1970-71 (OE-73-11400) 50¢

Project Fall Statistics of Public Schools (ELSEGIS) (annual)

Description

This is a basic statistical survey of State education agencies to obtain data on public elementary and secondary education for each State and outlying area and for the 20 largest cities. The survey collects data on pupils, high school graduates, professional and nonprofessional instructional and noninstructional staff, and schools. Included are estimated expenditures classified by major purpose, average salaries of professional instructional staff and classroom teachers, and estimates of average daily attendance and average daily membership. Time limitations restrict the amount and complexity of the data collected to the information most essential and readily available at the beginning of the school year.

An incomplete preliminary fall statistics report is published to make data available as quickly as possible. The regular Fall Statistics of Public Schools report contains more complete survey data for the States, outlying areas, and the 20 largest cities.

Purposes and Uses

This report describes the most significant characteristics of the school systems for each State and for the Nation. Collection at the Federal level by the Office of Education insures that the data are comparable among States and complete.

These data have been used by OE program managers, State education agencies, local school administrators, private firms and individuals, international organizations, the Special Subcommittee on Education of the House of Representatives, the President's Commission on School Finance, the National Wildlife Federation, and branches of the armed services. Data are most useful where timeliness is essential.

Publications

Fall 1973 Statistics of Public Schools, Advance Report
(HE 74-11408) 25¢

Statistics of Public Elementary and Secondary Day Schools, Fall 1973
(74-155 S/N 1780-01319) 85¢

Project Statistics of State School Systems (ELSEGIS) (biennial)

Description

Public elementary and secondary school data are collected from the States and outlying areas on school districts, pupils, staff, school property, school services, and school finance. Data are edited for validity and reliability, then published in a major publication with over 50 tables comprised of over 500 columns.

The report describes characteristics of the school systems of each State and provides details on pupil enrollment and attendance; instructional staff by type; State, intermediate, and local administration; number of high school graduates; revenues by source; expenditures by purpose; capital outlay; and debt services.

Purpose and Uses

This biennial survey provides the most accurate and authoritative baseline and trend statistics available on the condition of elementary and secondary education in each State. These multiple-purpose statistics are used extensively by every segment of the education community--ranging from the State education agencies to the National Education Association--to make analyses and comparisons of efforts made by the States. The State of New York is the principal user of data for this purpose. The data have also been made available to such decisionmakers as the House of Prepesentatives Special Subcommittee on Education, the Bureau of the Census, the Bureau of Labor Statistics, and the President's Commission on School Finance. International organizations such as UNESCO have also used the data to make comparative studies of education in other countries, particularly developing countries.

OE program managers depend on these data to determine the condition of elementary and secondary education in each State, to plan and develop programs that will improve the quality of education, and to measure the progress of past educational programs. The data are used by researchers and by industry to analyze specific areas of education and to develop projections for construction, equipment, and transportation.

Publications

Statistics of State School Systems, 1969-70
(OE-74-11421) $1.30

"Intrastate and Interstate Disparities in Current Expenditure Per Pupil: 1971-72"
NCES Management Bulletin #18, March 25, 1974

Project Local Public School Systems (ELSEGIS) (annual)

Description

In this project, computer listings of local education agencies in each State are mailed to the State education agencies for manual updating and return. The changes are then edited, coded, keypunched, and merged into the existing OE files. These files produce a variety of listings for use within the Federal Government and help prepare the Education Directory, Public School Systems for public distribution.

The Directory provides a listing of all local public school systems in the United States and outlying areas. The listing includes location and size of all systems and names of superintendents of systems with pupil membership of 10,000 or more. Five tables give data on grade span and enrollment for each State and the United States.

Purpose and Uses

This file permits the Federal Government and State education agencies to draw statistically valid samples from which State or national estimates can be made on particular issues. It can also be used as a mailing list by various Government agencies such as the U.S. Department of Agriculture, the Atomic Energy Commission, the Internal Revenue Service, and the Veterans' Administration.

Other uses are for statistical and research purposes. Some users in this category are the Bureau of the Census, the President's Commission on School Finance, the Regional Economics Division of the Department of Commerce, the College Entrance Examination Board, the Educational Testing Service, and various study groups at the University of Michigan.

Each year, hundreds of requests are received for the Directory, from every sector of the educational community, including the National Education Association, many State education agencies, and the House Committee on Education and Labor.

Publication

Education Directory, Public School Systems, 1973-74
(OE-73-11701) $2.25

Tapes

Public School Systems
(Name, address, grade span, enrollment, county, name of superintendent if over 10,000 enrollment) 1968-69 through 1973-74

Project Current Expenditures by Local Education Agencies (ELSEGIS) (annual)

Description

The survey is a collection and a summary at the State level of local expenditures and revenues for free public elementary and secondary education and of State and national average per-pupil expenditures.

Purpose and Uses

This survey is conducted so that the Commissioner of Education may certify State figures for current expenditures per pupil as required under P.L. 89-750. These figures are then used as one factor in the distribution of Federal funds under P.L. 89-10 (ESEA, Title I, State Allotments). The information from this survey also provides OE program bureaus, State education agencies, and researchers in education with a means of ranking State efforts for education.

Publications

Expenditures for Public Elementary and Secondary Education, 1971-72 (HE 74-11407) 50¢

Project School Bond Sales (annual)

Description

Individual public elementary and secondary school bond sales and elections are presented, as reported in the privately published Daily Bond Buyer. Data are collected daily from this publication and are summarized monthly and quarterly. State summary data are published annually in the report Bond Sales for Public School Purposes.

This report provides information describing the trend and status of public elementary and secondary school bond sales and elections. The annual report includes data on the number, dollar amount, and average net interest costs of bond sales, by State, issuing agency, and Moody rating. It also includes information on the numner and dollar value of bond elections, approvals, and defeats, by State.

Purpose and Uses

This report provides information to Federal officials, State education agencies, and local school administrators on significant national trends and developments in school construction financing, upon which they must make decisions for plant expansion.

The number of bond election approvals and defeats may act as a measure of the willingness of the voters in assuming financing burdens of new school construction. The study also shows the trend in interest cost of bonds, which is a significant factor in the sale of school bonds.

Publication

Bond Sales for Public School Purposes, 1972-73
(OE-74-11406) 60¢

Project Nonpublic School Survey (quinquennial)

Description

The survey provides information on the number of nonpublic schools in the United States, enrollment, number of teachers, number of high school graduates, types of programs offered, religious affiliation of schools, and special items such as information about facilities and expenditures.

Purpose and Uses

The Office of Education collects these data to provide statistics for the entire nonpublic sector of elementary and secondary schools comparable with those for the public sector. This survey collects data of importance to the current pressing financial problems that are now causing the nonpublic schools to seek Federal and State aid. It provides such groups as the Congress and various educational planners with greatly needed information in this regard.

OE program managers, State education agencies, researchers in education, and in particular nonpublic school officials are dependent on OE for this information. The National Catholic Educational Association, the National Association of Independent Schools, the Board of Parish Education of the Lutheran Church, and the National Association of Hebrew Day Schools (Torah Umesorah) have all expressed needs for this information and have requested that OE collect data on nonpublic schools with increased frequency.

Publications

Directory of Nonpublic Elementary and Secondary Day Schools, 1968-69
(HE 5.220:20127 Vol. V-70) $2.00

Statistics of Nonpublic Elementary and Secondary Schools, 1970-71
(OE-74-11420) $1.20

Nonpublic Schools in Large Cities, 1970-71
(OE-74-11425) 85¢

"Roman Catholic Schools Compared with Public Schools: 'Percentage Changes in Elementary and Secondary Enrollment from Fall 1963 to Fall 1969"
NCES Management Bulletin #2, Feb. 17, 1970

"Nonpublic Schools and Enrollments, 1970-71" (Preliminary)
NCES Management Bulletin #12, June 7, 1972

Tape

Nonpublic School Universe 1968-69, 1970-71

Project Preprimary Enrollment (annual)

Description

This project is based upon information obtained by the Bureau of the Census under a contract with OE, whereby Census obtains data on early school attendance of young children. Data are collected by a sample survey which is expanded statistically to provide national estimates to OE.

This report provides information about characteristics of children 3-5 years old enrolled in preprimary programs in the United States. It analyzes the effects upon enrollment rates of age, race, occupation of household head, and residence in either urban, suburban, or rural areas.

Purpose and Uses

This report provides information on the condition and progress of education of children 3-5 years old. It particularly assists planners in determining the needs of preprimary programs and developing programs that will extend the impact of these programs to groups not currently enrolled. OE program bureaus, State education agencies, local school administrators, and researchers in education require this information to make decisions regarding the need for these programs.

This study presents basic data for educational planners on the extent to which children at preprimary age levels are participating in school programs, since these are the years understood to be most significant in determining the success of children in school.

Publication

Preprimary Enrollment, October 1972
(OE-73-11411) 40¢

Nursery School and Kindergarten Enrollment: October 1973
Series P-20, No. 268, issued August 1974, Bureau of the Census, U.S. Department of Commerce. 45¢

Project State Expenditure Patterns for Public Elementary and Secondary Schools

Description

The last publication of this report covered 1959-60 data. These data from State departments of education and local school districts on teachers, pupils, and expenditures were analyzed to show the wide variations of expenditures within and among States and the amounts of money needed to equalize these expenditures at various levels. Since 1939-40 this report has been published every 10 years. Data are being collected for a 1969-70 publication similar to the 1959-60 Profiles in School Support.

Purpose and Uses

One of the most useful parts of the Profiles is the compilation of tables that estimate the amount of money needed to increase expenditures of all school districts in each State to the State or national median expenditure per classroom unit or to some other level. The report is used by State legislatures and the Congress in their deliberations on bills to support schools, and by educators in the teaching of school finance in colleges and universities.

Publication

Profiles in School Support, 1969-70
(at printer)

Chapter 3

HIGHER EDUCATION RECURRING SURVEYS

The Higher Education General Information Survey (HEGIS), established in 1966-67, goes annually to each institution of higher education in the United States. It acquires data on the characteristics of the institutions, the number and the characteristics of the faculty and students, degrees conferred, the status and operations of the fiscal structure, and the characteristics and quantities of their tangible and intangible properties. These data are made available, through publications and other means, to the higher education community both within the Federal establishment and elsewhere.

Thirty States and the District of Columbia cooperate with the Federal Government in the administration and utilization of this survey and the data acquired. This cooperation ranges from the complete administration of the survey within the State, including mailing, receipt, followup, and processing, to merely lending the State's authority and good offices. In all these States, the survey data are utilized for State administration and planning; in many States, there is a formal publication program. A number of professional, research, and accrediting associations also utilize the HEGIS questionnaires for their own data-acquisition programs.

A second but equally important purpose of HEGIS is to develop and promulgate consistent, compatible, and universally accepted categories and definitions of statistical quantities in higher education. The cooperation of the 30 States is directed to this end, as is the utilization of the survey by other agencies. In addition, NCES has an organized program of data manuals which set forth standard categories, definitions, and record system for the data acquired in HEGIS. This activity, currently being carried on in cooperation with the National Center for Higher Education Management Systems at the Western Interstate Commission on Higher Education, has already produced a manual on the inventorying of physical facilities and on instructional programs. In process are manuals on financial and personnel data and an updating and revision of the manual on physical facilities.

The ultimate goal of HEGIS, as it becomes increasingly a complete information system of which the survey activity is only one part, is to operate a survey in which the responses from the total higher education community are contained in 51 reels of computer tape (the 50 States and D.C.), for which data and tapes are totally consistent in content and format, so that national tabulations may be produced in a routine, but timely, fashion.

Individual surveys comprising HEGIS are described in the section that follows.

Project Opening Fall Enrollment (annual)

Description

Over the years this survey has been conducted in a variety of forms. In 1969 and 1970, it consisted of an early report by the institutions entitled Opening Fall Enrollment--Basic, which was an estimate made by the institutions before their enrollments were final, in order to obtain early counts of students. This was followed by a more complete Opening Fall Enrollment--Supplement, which was based upon final enrollment. In earlier years, these reports were called Opening Fall Enrollment and Comprehensive Report on Enrollment. In 1971, only the more detailed questionnaire was used. The Office of Education has conducted surveys of higher education enrollment for more than 100 years; the survey has had approximately its present structure for the past 25 years.

This survey obtains counts of total enrollments; enrollments by class level, sex, and attendance status (full-time vs. part-time); and enrollments of first-time students. All of these data are acquired in terms of head counts and full-time equivalents, by State.

Purpose and Uses

As the only authoritative national count of the numbers of students enrolled in institutions of higher education, the report provides the most complete coverage of institutions or of categories of students available for use in formulation of policy and development of projections in the field of higher education.

Publications

Fall Enrollment in Higher Education, 1970, Supplementary Information: Institutional Data
(HE 5.254:54051-70) $1.25

Fall Enrollment in Higher Education, 1970, Supplementary Information: Summary Data
(HE 5.254:54052) $2.00

Fall Enrollment in Higher Education, 1971
(OE-11414 S/N 1780-01227) $5.00

Fall Enrollment in Higher Education, 1972, HEGIS VII (at printer)

"Opening Fall Enrollment in Higher Education, 1973 (Preliminary Estimates)"
NCES Management Bulletin #16, June 14, 1974

Tapes

HEGIS Opening Fall Enrollment
(Total enrollment, enrollment by class level, sex, full-time or part-time and number of first-time students) 1966-67 through 1973-74

Project Financial Statistics of Institutions of Higher Education (annual/biennial--see description)

Description

This survey of the institutions of higher education acquires data on: current funds, revenues and expenditures (annual); physical plant assets (annual); physical plant indebtedness (biennial); endowment (biennial); Federal funds received and expended (biennial); and basic student charges (annual).

The survey intervals noted are not scrupulously followed, since NCES decides whether any survey subsection is to be included or eliminated by periodically reevaluating current priorities. In 1971-72, this survey was combined with the Bureau of the Census survey Finances of State Institutions of Higher Education, resulting in the addition of sections on: debt outstanding, issued, retired; personal services data (salaries and wages); and cash and security holdings.

These data are tabulated and cross-tabulated by source of income (State appropriation, tuition, etc.), object of expenditure (instruction, student-aid auxiliary enterprises, etc.), level of institution (2-year, 4-year, and university), control of institution (public and private), and location (State and region).

Purpose and Uses

Under section 508 of the Higher Education Act amendments of 1968, the President shall make recommendations on making postsecondary education available to all young Americans who qualify. Financial data from the institutions of higher education--especially the data on income and expenditures, student financial aid, unit cost, and basic student charges--provide the major backup information for meeting this responsibility. This survey is the sole source of such detail.

These data are frequently used to provide perspective on current issues. For example, the financial crisis for private institutions is being evaluated through data that have been acquired on their finances over the years in HEGIS.

These data are used for planning and management purposes by 30 States that have come to depend upon HEGIS and its annual operation. Many States publish HEGIS data as their own (e.g., New York, Pennsylvania, California, Illinois, Michigan, Minnesota, Missouri).

Publications

Financial Statistics of Institutions of Higher Education: Property, 1969-70 (OE-74-11427) $1.55

Financial Statistics of Institutions of Higher Education: Current Funds, Revenues, and Expenditures, 1970-71, HEGIS VI (74-111) $2.00

Project: Financial Statistics of Institutions of Higher Education (annual/biennial--see description)--continued

Financial Statistics of Institutions of Higher Education: Current Funds, Revenues, and Expenditures, 1971-72, HEGIS VII
(75-113) $2.00

Tapes

HEGIS, Finance
(Current funds, revenues, and expenditures; physical plant assets, physical plant indebtedness, endowment, Federal funds, and basic student charges) 1968-69 through 1973 (2 reels)*

* Contains confidential and imputed data, some institutions deleted.

Project Institutional Characteristics (annual)

Description

This annual survey of all institutions of higher education obtains current information on such characteristics as type and control of institution, level of offering, type of program, status and accreditation, calendar system, names of principal officers, organizational relationships, location, telephone number, congressional district, etc. Data received are edited and entered on the Higher Education Survey Control File. This computer-tape file establishes the higher education universe for all surveys of higher education conducted by the Office of Education and is made available to legitimate users.

Purpose and Uses

The Office of Education is charged by law with maintaining a list of approved institutions of higher education. This survey, which NCES conducts cooperatively with the Bureau of Higher Education, is the means by which this objective is met. Some examples of the uses to which this survey is put follow:

Under Army Regulation 635-200, a man may be considered for early release from his military obligation in order to attend college if he is planning to enroll in an institution eligible for listing in the Directory.

The Immigration and Naturalization Service will issue a student visa to a foreign student if he indicates that he plans to attend an institution listed in the Directory (Immigration and Naturalization Act of 1962).

The code of the Federal Interagency Committee on Education, which identifies all institutions of higher education in a uniform and consistent manner, is kept up to date and made available to Federal agencies interested in higher education by means of the Directory. This code is also used by all of the 50 States and is one of the basic control tools in the OE-funded Western Interstate Commission on Higher Education/Planning and Management Systems.

Publications

Education Directory, 1973-74: Higher Education
(OE-74-11404 S/N 1780-01272) $5.30

Institutions of Higher Education Index by State and Congressional District, June 1973 (OE-11417)

Tapes

HEGIS, Institutional Characteristics
(Name, address, telephone number, congressional district, type of control, level of offering, type of program, accreditation, names of principal officers, and last year's enrollment) 1966-67 through 1974-75

Project Students Enrolled for Advanced Degrees (annual)

Description

This is an annual survey of all postbaccalaureate students enrolled for advanced degrees, both graduate and professional. Numbers of students are acquired by instructional program (degree major), level of study, attendance status (full- or part-time), and sex. Data are tabulated by level and control of institution and by State. This survey, initiated at the request of the National Institutes of Health (NIH) and the National Science Foundation (NSF), has been conducted annually for 12 years; prior to that time, graduate enrollments (without classification by major field) were collected only biennially.

Purpose and Uses

This survey is reuired for the short-term projection of labor market entrants. NSF and NIH, particularly, use it as a guide to control the magnitude and direction of their grants programs. NSF uses it to analyze relationships between enrollments and degree production. NIH uses the data on postbaccalaureate enrollments for planning the training programs for health science manpower under the Public Health Service Act, Section 301.

During the recent changes in selective service deferment regulations, the survey data were used to measure the impact of these changes on graduate enrollments. Today the data are being used to evaluate present and projected surpluses of earned doctorates.

Publications

Students Enrolled for Advanced Degrees, Fall 1971
(OE-74-11426) $5.85

Tapes

HEGIS, Students Enrolled for Advanced Degrees
(Number of students by degree major, level of study, attendance status (full- or part-time), and sex). 1966-67 through 1971-72 (2 reels)

Project Earned Degrees and Other Formal Awards Conferred (annual)

Description

This is a survey of institutions of higher education designed to obtain a count by field of study of earned degrees and other formal awards conferred between July 1 and the following June 30. Data are reported by State, type and control of institution, sex of student, level of degree or award, and field of specialization. The survey has been conducted annually for 23 years.

Purpose and Uses

This is the only authoritative national report of the principal output of the institutions of higher education.

Federal agencies use this report to keep track of the numbers of people being educated in the specialties in which they are interested; e.g., the Department of Justice has a program in support of, and requires annual data on output of, programs in the administration of law and justice. The data are used by the Department of Labor for manpower measures and projections. The eligibility requirement for the National Science Foundation's College Science Improvement Program states that, over the most recent 3-year period, the institution must have granted a stated number of degrees in specified categories of the OE Earned Degrees Questionnaire. The National Institutes of Health is required to use these data on enrollments and degrees in its annual submission to the Office of Management and Budget and to Congress for funds under the Allied Health Professions Act.

Publications

Earned Degrees Conferred, 1970-71, HEGIS VII
(OE-73-11412) $6.25

Earned Degrees Conferred, 1969-70, Part B - Institutional Data
(HE 5.254:54013-70) $5.00

Associate Degrees and Other Formal Awards Below the Baccalaureate, 1970-71
(OE-74-114118) $4.75

Tapes

HEGIS, Earned Degrees Conferred
(Earned degrees by State, type and control of institution, sex of student, level of award, and field of specialization) 1965-66 through 1972-73

Project Employees in Higher Education (salaries, annual; number and characteristics, biennial)

Description

A part of the Higher Education General Information Survey (HEGIS), this survey obtains data on numbers of employees by function, participation in instructional program, academic background, experience, title, employment contract, rank, salary, and sex. The data are tabulated and cross-tabulated by type and size of institution, by institutional control, by State and region, and by sex.

Purpose and Uses

As the basic manpower data in higher education, these data have been used by: the Carnegie Commission on Higher Education to determine the relative efficiency of institutions; the National Science Foundation to plan year-to-year its College Teacher Program; the Bureau of Educational Personnel Development in preparing its legally required annual report; the State of Virginia (as required by Virginia statute) to set salaries of faculty in Virginia institutions; and the Western Interstate Commission on Higher Education to develop its Staff Data Element Dictionary.

This survey can be used to investigate the extent to which women are treated equally in higher education employment.

These data are available from no other official source. While the American Association of University Professors and the American Association of Higher Education do survey biennially for some data on faculty salaries, their coverage is incomplete and does not provide national totals for official purposes.

These data are used for their own planning and management purposes by 30 States. Many States publish HEGIS data as their own (e.g., New York, Pennsylvania, California, Illinois, Michigan, Minnesota, Missouri, etc.).

Publications

Numbers and Characteristics of Employees in Institutions of Higher Education, Fall, 1967 (FS 5.250:50057-67) $1.00

Higher Education Salaries, 1967-68
(HE 5.253:53015-68) 60¢

Taxonomy of Instructional Programs in Higher Education
(HE 5.250:50064) 65¢

Teaching and Research Staff by Academic Field in Institutions of Higher Education, Fall, 1968 (HE 5.253:53001) 50¢

"Preliminary Estimates of 1972-73 Full-time Instructional Faculty in Institutions of Higher Education (Women on College Faculties Make Limited Gains Over 10-Year Span)" NCES Management Bulletin #14, March 1, 1973

Project Employees in Higher Education (salaries, annual; number and characteristics, biennial)--continued

Tapes

HEGIS, Employees*
(Numbers of employees by function, participation in instructional program, academic background, title, employment contract, rank, salary, and sex)
1966-67, 1967-68, 1971-72 (part 1)

* Contains confidential and imputed data, some institutions deleted.

Project College and University Physical Facilities (annual)

Description

This survey obtains information on the numbers of square feet of physical plant space available for each institution. Assignable space is classified by type of room, function of room, organizational unit to which assigned, and instructional program in which utilized, although not all of the classifications are included in each year's survey. These data are tabulated by type and level of institution, institutional control, size of institution, and State. The survey complies with the standard manual Higher Education Facilities Classification and Inventory Procedure.

In HEGIS V a new system of having each State acquire, edit, and transmit these data to OE was developed. This step represents progress in Federal-State relations and cooperation.

Purpose and Uses

Many Federal agencies are engaged in projects related to higher education physical facilities. The Public Health Service uses that part of these data referring to health-related practice and instructional facilities. Housing and Urban Development uses the part related to college and university housing to plan and evaluate its overall program in this area and, administratively, for the review of plans and proposals for specific projects. The Higher Education Construction Support Task Force used these data to discover and evaluate the impact of the Higher Education Facilities Act. A new program proposed in Congress (e.g., the "Williams' Bill") will need these basic data as operational inputs.

Every State has been persuaded to install this inventory system. Interest and effort are sustained by the annual survey. The result is better planning on the State level.

Publications

Inventory of Physical Facilities in Institutions of Higher Education: Fall 1971 (OE-73-11401) 80¢

Inventory of Physical Facilities in Institutions of Higher Education: Fall 1970, HEGIS V (at printer)

Tapes

HEGIS, Facilities
(Numbers of square feet of physical plant space, classified by type of room, function of room, organizational unit to which assigned, and instructional program in which utilized) 1966-67 through 1971-72

Project Home State and Migration of College Students (quinquennial)

Description

This is a quinquennial survey, last conducted in the fall of 1968, of the home State of residence of students enrolled in both public and private educational institutions. Students are surveyed by State, sex, student level, and attendance status, and the data are tabulated by type and by level of institution, control of institution, and State.

Purpose and Uses

The States are greatly interested in these data, especially those States which spend large sums for public higher education. Previous to this publication, the National Center for Education Statistics had many insistent requests for advance data from such places as the States of Pennsylvania, California, Illinois, and Michigan; the Southern Education Board; the New England Board of Higher Education; and the Midwest Advisory Commission on Higher Education.

The Federal Government, which is considering a variety of ways to help higher education and students, must consider data on migration in deciding whether to provide aid to the State, the institution, or to the student directly.

Publications

Residence and Migration of College Students, Fall 1969: Basic State-to-State Matrix Tables (HE 5.254:54033-68) $2.50

Residence and Migration of College Students, Fall 1969: Analytic Report (HE 5.254:54049) $1.00

"Residence and Migration of College Students"
NCES Management Bulletin #4, April 16, 1970

Tapes

HEGIS, Student Residence and Migration
(Students surveyed by home State, sex, student level, attendance level, and type of institution) 1968-69

Project HEGIS Postenumeration Survey

Description

The purpose of this study is to improve the quality of statistics obtained in the HEGIS finance and employee surveys. Financial and employee records were collected from a random sample of 125 colleges and universities. HEGIS forms were filled out based on the records and comparisons were made with actual HEGIS submittals to the Office of Education. Users of higher education statistics will be provided with estimates of error and associated statistical variance from the finance and employee surveys. Also, the HEGIS data-collection system will be examined for improvement possibilities.

Purpose and Uses

The HEGIS postenumeration survey will provide information for NCES to:

(1) Assess the accuracy of NCES-published statistics for the United States as a whole, and for the various subsets of institutional categories.

(2) Identify specific needs for improvements in HEGIS instruments, instructions, and definitions.

(3) Identify desirable improvements in HEGIS editing, imputation, process controls, and tabulations.

(4) Determine the availability of data requested by HEGIS.

(5) Determine the compatibility of the institutions' reports and accounting and/or management systems with HEGIS requirements.

(6) Find out why certain institutions selected in the sample did not respond to the HEGIS finance and/or employee surveys.

(7) Identify needs, if any, for further research and investigation in postenumeration studies.

Publications

None

Chapter 4

ADULT AND VOCATIONAL EDUCATION RECURRING SURVEYS

Until recently, few statistics have been available on adult and vocational education. A body of quantified information is now being organized in response to the increasing attention paid by policymakers to the needs of career and continuing education, but only the surface has yet been scratched.

The adult education surveys described in the project summaries cover quite diverse target groups. A comprehensive picture of participants and programs is provided by Participation in Adult Education, which draws upon the household data of the Current Population Survey. Other projects more thoroughly investigate public schools, postsecondary institutions, and nonprofit community organizations. Profitmaking institutions such as private trade, business, and vocational schools have not yet been surveyed.

Projects in this section refer both to secondary and postsecondary vocational education. Data are obtained from educational institutions, the States, Federal agencies, and a followup of the 1970 Census of Population and Housing.

Project Adult Basic Education Program Statistics (annual)

Description

Statistics submitted by the States reporting on the use made of Federal funding to the Bureau of Adult, Vocational, and Technical Education of the U.S. Office of Education are used to prepare an annual publication reporting summaries of adult basic education student enrollments, levels of training offered, course completions, and characteristics of students (age, sex, race, ethnic group). Data are also presented on numbers of teachers, counselors, and other staff involved; student-teacher ratios; and inservice training programs offered. Class locations, length of courses, and selected financial statistics also are summarized. Presentations are by State and region.

Purpose and Uses

These statistics provide State planners with comparative statistics useful in program development and evaluation.

Data on basic education are of prime interest to program administrators and legislative planners. The publication provides a national summary of programs in adult basic education developed under Public Law 89-750. Also, Federal planners may assess the extent to which our national commitment to "Right To Read" is being met at the adult level.

Publications

Continuing Education: Adult Basic Education Program Statistics; Student and Staff Data, July 1, 1969-June 30, 1970
(HE 5.213:13037-70) 60¢

Continuing Education: Adult Basic Education Program Statistics; Student and Staff Data, July 1, 1971-June 30, 1972; and Selected Summary of Fiscal Years 1968-72
(OE-74-11413) 70¢

Project Participation in Adult Education (triennial)

Description

This project provides base data on the extent to which individuals participate in adult and continuing education activities. It differs from other surveys of adult education which obtain data from sources sponsoring adult education activities and provide duplicated counts of participants.

Data are collected in two phases as part of the Current Population Survey conducted by the Bureau of the Census. The first phase obtains information on age, sex, and race of participants. The second provides information on types of courses taken, types of institutions or agencies offering courses, and reasons for taking courses. These adult education data are related to socioeconomic and demographic information collected at the same time by the Bureau of the Census.

Purpose and Uses

The survey provides a broad picture of educational activity outside the "regular" school system, reporting on adult education as used for career development, civic betterment, and self-improvement.

In contrast to education at the elementary, secondary, and college levels, no group of institutions exists from which all statistical data on adult education can be obtained. For this reason, information on participation is particularly valuable when provided by individuals.

Information from this study will be of particular interest to the National Advisory Council on Adult Education as a guide in recommending national policy.

Publications

Continuing Education: Participation in Adult Education, Initial Report, 1969
(HE 5.213:13041) 60¢

Continuing Education: Participation in Adult Education, Full Report, 1969
(in process)

Continuing Education: Participation in Adult Education, 1972
(in process)

Project Adult Education in Public Education Systems (triennial)

Description

This project secures information on the scope of adult education in public secondary schools, technical schools, 2-year colleges, and agencies. Data collected describe the extent of public school and public agency sponsorship and cosponsorship of adult education, the types of programs and activities offered, and numbers of students and teachers involved.

Data are provided by State departments of education.

Purpose and Uses

With some 32 Federal adult education programs currently being implemented wholly or in part through the public education systems, data on the impact of these programs on the States are used to facilitiate coordination and planning. Patterns of organization for adult education vary among the States, and this survey details methods used for implementation of adult education programs. The survey emphasizes several new and important aspects of education: education of adults for careers and for life; the expanding role of the public secondary school; and the community service role of the 2-year public college.

Most Federal programing in adult education has focused on basic education. This survey will provide, for the first time, national data on the entire adult education program--in public schools, 2-year colleges, and State agencies--that can be analyzed to help resolve some of the most pressing problems facing adult education.

Publication

Continuing Education: Adult Education in the Public Education System, Basic Data. 1968-69 and 1969-70 (OE-74-165 S/N 1780-01323) $1.50

Project Adult and Continuing Education in Institutions of Higher Education

Description

A survey of adult and continuing education course offerings in colleges and universities is integrated into the total HEGIS package. This survey seeks information on noncredit and credit courses taken by adults part time, including curriculum, sponsoring unit or college on the campus, professional refresher and community development activities, and method of instruction (class, workshop, educational TV, etc.).

Purpose and Uses

Statistics on higher adult education--a significant activity of colleges and universities, involving over 5.7 million registrants in noncredit programs alone--are needed in developing the community service role of all colleges and universities, and particularly the mission of the community college.

Information on college and university contributions to community development, professional and occupational retraining, and personal improvement activities that take place outside the regular degree program is becoming increasingly important to the Office of Education, the States, and institutions of higher education in planning educational programs. These statistics are of special importance for the new careers program of the Office of Education.

Publications

Continuing Education: Noncredit Activities in Institutions of Higher Education 1967-68: Institutional Distribution (HE 5.213:13036) 40¢

Continuing Education: Noncredit Activities in Institutions of Higher Education 1967-68: Registrations (HE 5.213:13036-68) 50¢

Continuing Education: Noncredit Activities in Institutions of Higher Education 1967-68: Professional and Occupational Refresher Activities (OE-73-11405) 95¢

College and University Degree Program for the Preparation of Professional Adult Educators, 1970-71 (OE-74-11423) $1.15

"Participation in Continuing Education"
NCES Management Bulletin #1, December 5, 1969

Project Adult Education in Community Organizations (triennial)

Description

This project surveys the extent to which nonprofit private community organizations (health, service, welfare, civic, religious, etc.) offer adult and continuing education activities. The survey will determine the extent and type of adult education courses and activities offered by these organizations as well as financial arrangements, enrollments, and characteristics of students and staff.

Purpose and Uses

In planning its adult education programs, the Office of Education needs information provided by this survey about the 1.75 million people who participate in adult education activities offered by community organizations and about the contribution of community agencies to meeting pressing needs, both of career and total life style. Similarly, many educational institutions can use these data in developing their own community-oriented programs.

Publication

Continuing Education: Adult Education in Community Organizations, 1972 (75-161) $1.25

Project Vocational Education Directories (triennial)

Description

Directories of secondary and postsecondary institutions offering vocational education programs have been developed. These directories parallel existing U.S. Office of Education directories of elementary and secondary schools, colleges and universities, including both public and private institutions. Information on individual institutions include identifying data, size of total and vocational enrollments, vocational education programs offered, and other general information. Specific accreditation data are shown for postsecondary institutions.

Purpose and Uses

The directories respond to the growing demand that the Office of Education provide more information on career education. As an example, in August 1970 the chairman of the House Republican Task Force on Education and Training, Congressman Dellenback, specifically recommended that the Office of Education collect and make public data concerning proprietary vocational schools.

This project corrects the current undesirable situation in which the scattered collection of association membership lists, the few incomplete State directories, and the several commercially developed and highly inaccurate listings provide the only source of information on career training opportunities. Legislative planners, researchers, guidance counselors, employers, and manpower experts are no longer hampered by varied formats, data incompatibility, irregular publication schedules, and general incompleteness and lack of verification of information.

The directories provide a valuable new tool for education and manpower planners, with special value as an aid to vocational guidance counselors in advising students, including the handicapped and the disadvantaged. The directory also provides a universe of institutions from which samples may be drawn in circulating questionnaires designed to help answer some of the most pressing questions facing vocational education.

Publications

Directory of Secondary Schools with Occupational Curriculum, 1971
(OE-73-11409) $4.20

Directory of Postsecondary Schools with Occupational Programs, 1971
(HE 5.96/2:971) $3.95

Directory of Postsecondary Schools with Occupational Programs, 1973
(in process)

Project Vocational Education Directories (triennial)--continued

Tapes

Directory of Secondary Schools with Occupational Curriculums, Public-Nonpublic, 1971

Directory of Postsecondary Schools with Occupational Programs, Public and Private, 1971, 1973

Project Vocational Education: Teacher and Student Characteristics (triennial)

Description

A sample survey of teachers and students involved in vocational education at secondary and postsecondary levels is used to study such factors as student background and family characteristics, part-time and full-time employment held by students, their vocational education courses of study, their plans for future study and employment, and the professional qualifications and teaching experience of staff members.

Purpose and Uses

The National Advisory Council on Education has expressed particular need for data describing those involved in vocational education in determining whether vocational education programs serve various special groups. Data on the characteristics of vocational education teachers and students are used by the Federal and State Governments to plan and administer the Vocational Education Amendments of 1968 to help insure that vocational education reaches those with the greatest need. The White House Task Force on Vocational Education utilized data from this survey to help document its findings.

Baseline statistics and trend data on age, race, education, and family socioeconomic status of students enrolled in vocational education are used to analyze the twin problems of racial discrimination and poverty. Although persons with special needs (disadvantaged and handicapped) are intended to receive preferential treatment, few data exist to document the extent to which they participate in organized programs of vocational education.

Data on vocational education teachers provide a clearer picture of their qualifications (both education and work experience) and give a basis for projecting replacement needs.

Publications

Vocational Education: Characteristics of Teachers and Students, 1969
(HE 5.280:80073) 75¢

Vocational Education: Characteristics of Students and Staff, 1972
(74-169 S/N 1780-01322) $2.50

Guidelines for Identifying, Classifying, and Serving the Disadvantaged and Handicapped Under the Vocational Education Amendment of 1968
(OE 73-11700 HE 56/2:D63) 75¢

Analysis of Vocational Education in Schools, 1971 (in process)

"Characteristics of Vocational Education Teachers and Students, 1969"
NCES Management Bulletin #10, August 9, 1971

Project Vocational Education: Teacher and Student Characteristics (triennial)--continued

Tapes

Characteristics of Vocational Teachers and Students, 1969, 1972

Project Vocational Education: Statistics Available in Federal Agencies

Description

A survey of Federal agencies presents data on the types of vocational education data they gather and maintain. The resulting publication refers the user to sources where specific data may be obtained, rather than presenting statistical information and provides access to information on vocational education students, teachers, administrators, programs, finances, and facilities.

Purpose and Uses

This project was conducted at the specific request of the Federal Interagency Committee on Education to provide an inventory of vocational education statistics available within Federal agencies and to increase the accessibility of the statistics.

Publication

Inventory of Vocational Education Statistics Available in Federal Agencies
(HE 5.280:80069) 65¢

Project Vocational Education and Life Patterns (quinquennial)

Description

This project analyzes data from the 1970 Census of Population and from a reinterview sample of 5,000 households providing data on vocational training received, source of training, length of training, and relationships between that training and current employment status. By using demographic data from the 1970 census, a profile of those who received vocational training is underway.

Purpose and Uses

Data on the use made of career education are of prime importance to educational and manpower planners and legislators. Despite the cumulative contribution of billions of dollars in Federal support for vocational education, an alarming void exists in the area of relating vocational training to subsequent employment histories. Where data exist, in a few isolated studies, they have been based upon graduates of a single or a few institutions.

This study will provide needed information on the impact of various sources of training in providing a skilled labor force.

Publication

None

Chapter 5

RECURRING LIBRARY SURVEYS

The Library General Information Survey (LIBGIS) system, which is similar to the HEGIS and ELSEGIS systems, will, starting in FY 1975, collect comparable data for all publicly and privately controlled libraries (in elementary and secondary schools, colleges and universities, commerce and industry, and national associations and organizations) for development activities at the local, State, and Federal levels. Research and development for the LIBGIS system was completed at the end of 1973.

To develop the LIBGIS system, NCES contracted with the Library Administration Division of the American Library Association for a study released in May 1971 as Planning for a Nationwide System of Library Statistics (OE-15070) to provide general guidelines for a national library data system.

During 1971-72, a study of library and information center statistics and data practices at the national, State, and local levels was conducted according to NCES specifications by a contractor. During 1972-73, a LIBGIS Demonstration Project was conducted in six States and a LIBGIS State Participation Project was undertaken in 15 States, to develop further the LIBGIS survey instruments for all types of libraries.

LIBGIS' implementation principle is that an appropriate State agency with library coordinating responsibilities will be responsible for the survey. Subject to available resources, NCES plans to provide materials, standards and specifications, training, technical assistance, quality assurance, and other support measures.

LIBGIS I, scheduled for 1974-75, will cover public libraries and school library/media centers. A supplementary survey in 1975/76 of academic libraries will also be a component of HEGIS X.

Until the LIBGIS system is fully operational, NCES will continue its established series of library surveys. As LIBGIS proceeds, it will incorporate the existing survey series and add other categories and special studies until it includes all types of libraries on all levels of operation.

Detailed descriptions of projects follow.

Project Library Statistics Operations Handbook

Description

The Handbook presents quantifications and a glossary of terms and definitions (it includes also those in the fields of educational technology and school media centers) relevant to library operations. Its separate sections deal with statistics of Federal, State, and regional library development agencies; library education and manpower; college and university libraries; public and special libraries; school library and media centers; library resources; library finance; library personnel; technical services; physical facilities; and library use.

Purpose and Uses

The Handbook, designed to facilitate operation of the LIBGIS system, revises the 1966 Library Statistics Handbook and adapts it to the expanded uses of the LIBGIS system.

Publication

Library Statistics: A Handbook of Concepts, Definitions and Terminology
Chicago, American Library Association, 1966 (in process)

Project Survey of Public Libraries and Nonconsolidated Public Library Systems Serving Areas With at Least 25,000 Inhabitants (triennial)

Description

The 1971 survey of public libraries collected data for both public libraries and nonconsolidated public library systems that serve areas with at least 25,000 inhabitants. It collected data on library holdings, loan transactions, staff, income, and expenditures. Before the 1968 survey, no attempt was made to distinguish public libraries from nonconsolidated public library systems (i.e., public library systems composed of two or more locally autonomous libraries). The 1968 survey of public libraries collected data for libraries exclusively. The significant feature of the 1971 survey was the distinction between the two types of library organizations--and these are covered by this survey.

Purpose and Uses

Public library statistics are used nationally for planning purposes of the Library Services and Construction Act (administered by the Bureau of Libraries and Learning Resources). Since public libraries serve all age groups, including elementary and secondary pupils and students in colleges and universities, these data are also essential to budget needs of the educational community. By collecting aggregate data for nonconsolidated public library systems and separate data for member and nonmember libraries, the survey will provide a tool for evaluating the effectiveness of unconsolidated public library systems. Also collected will be data documenting the extent to which local libraries are performing library development (or extension) functions for other libraries.

Publications

Statistics of Public Libraries Serving Areas With at Least 25,000 Inhabitants, 1968 (HE 5.215:15068-68) $1.50

Statistics of Public Libraries and Nonconsolidated Public Library Systems Serving Areas With at Least 25,000 Inhabitants, 1971 (in process)

Tapes

Public Libraries 1968, 1971

Project College and University Libraries (biennial)

Description

This survey provides data on holdings, staff, services, space, and expenditures for libraries of institutions of higher education. It was conducted annually for over 20 years by the Association of College and Research Libraries; since 1958, by the Office of Education. Starting in 1969, this series was placed on a biennial cycle (1970 and 1972 were skip years) and was continued as a component of HEGIS. Starting in 1975, as a component of the LIBGIS system, this survey will also be continued as a part of HEGIS.

Purpose and Uses

In addition to providing basic general-purpose data for individual institutions and nationwide for groups of institutions, this survey provides specific data needed by the Office of Education and its Bureau of Libraries and Learning Resources to help identify the institutions participating in Title III, Library Services and Construction Act, programs, by type of project, and to help evaluate the institutional participation in Title II, Higher Education Act of 1965, as amended.

Individual college and university administrators find the data essential for planning, budgeting, and staffing the academic libraries in some 3,000 institutions of higher education. Library and information science schools use this information in determining manpower needs. Faculty members of academic institutions employ the data on library collections and services as indexes of institutional research support.

The publishing, audiovisual, microform, and other library-support industries (e.g., furniture and equipment manufacturers) use the expenditure data to evaluate the economic potential of these libraries.

Publications

Library Statistics of Colleges and Universities, Institutional Data, Part A, Fall 1971: Basic Information on Collections, Staff, and Expenditures (HE 5.215:15023-71) $2.00

Library Statistics of Colleges and Universities, Institutional Data, Part B, Fall 1971: Basic Information on Indexes, Staff, and Developmental Areas (HE 5.215:15023-71) $1.50

Library Statistics of Colleges and Universities, Fall 1971, Analytic Report (Part C) (OE-74-11417) $1.05

Tape

HEGIS, College Library Survey 1967, 1968, 1969, 1971

Project Study of Library Statistics and Data Practices at the Federal, State, and Local Levels

Description

This study entails a national questionnaire survey of all State and Federal Government agencies to determine which agencies have: (1) one or several libraries, (2) legal responsibilities for supervising nonagency libraries, (3) legal responsibilities for organizations containing libraries. The study describes the level and use of library statistics activities in these agencies, and, where no such activity exists for a given type of library, ascertains the statistical capabilities and the authority of the agencies to develop a program. In addition to governmental agencies, the study surveys selected organizations such as national library associations.

Sixty-five exemplary and typical college, school, public, and social libraries are visited to learn what kinds of statistical records they keep on their operations, the types of reports issued, who uses the reports and for what purposes. The reports are analyzed to determine what data items are most often considered necessary for each type of library and what data items are common to all or most types of libraries.

Purpose and Uses

The study is the first step in the development of the LIBGIS system to be implemented within 2 years.

The ultimate aims of LIBGIS are: (1) to make available uniform statistics of improved reliability and usefulness to agencies at all levels and to other interested consumers, (2) to promote improved standards of library reporting at all levels, (3) to facilitate the introduction of data collections and survey procedures, and (4) to obviate or diminish numerous requirements for special-purpose and frequently duplicative data-collection activities.

When fully implemented, the system will serve as a valuable planning and evaluation tool for Federal, State, and local library administrators. It will also furnish vital information to legislative bodies, library schools, library associations, research organizations, and private business and industry, such as publishers and equipment and furniture manufacturers.

This study provides essential background information for the design of LIBGIS, since the system is to be built upon existing strengths and structured as nearly as possible upon sound traditional practices.

Publications

National Inventory of Library Statistics Practices: Volume I, Data Collection at the National, State, and Local Levels (74-188) $1.60

National Inventory of Library Statistics Practices: Volume II, Agency Profiles and Individual Site Descriptions December 1972 (Available through ERIC, Clearing House No. L1003 978)

Project Library and Information Science Manpower Supply and Demand Study

Description

This study was undertaken by the Bureau of Labor Statistics (BLS), Department of Labor, for OE and cofunded by NCES and Bureau of Libraries and Learning Resources. It will provide data on professional, clerical, and technical support staff, and give employment supply and demand projections through 1984. The analysis will be based on data developed by BLS, augmented by information from secondary sources. The study will go through phases of (1) literature search, (2) discussion and orientation meetings with key people in the field, (3) data collection from published and unpublished sources, (4) data collection by survey methods of indepth interviews in a random sample of about 100 library systems and libraries, (5) data analysis of all obtained data, and (6) report writing.

Purpose and Uses

On the demand side, the study will present estimates of current employment and projections of future requirements for librarians and nonprofessionals in school, academic, public, and special libraries. The supply analysis will give numerical projections regarding the anticipated manpower supply in the field for professional and nonprofessional library staff members and will indicate job opportunities, changes in job functions, and staff patterns. The study will provide guidelines for educational and training requirements and their implications for library and information science education programs.

Publication

Library Manpower Occupational Characteristics of Public and School Librarians (OE-15061) 1966 HEW 30¢

Project Survey of Federal Libraries

Description

This survey, conducted under contract with the Federal Library Committee (an interagency organization administered by the Library of Congress), collects data on holdings, services, expenditures, and staff of libraries serving the Federal Government. The first survey of this type was conducted in 1965 by the Federal Library Committee and the Office of Education. The second will enlarge the universe from about 450 special Federal libraries in the continental United States to the nearly 2,700 Presidential, national, quasi-academic, school, special, and institutional libraries in the United States and overseas.

Purpose and Uses

This first survey of all Federal libraries will provide comprehensive, meaningful statistics, essential to a realistic appraisal of current needs and services in relation to costs and increased demands for library services. The growth of Federal library holdings and the complexity of changing Federal agency structure and programing underscore the need for a standard reporting system to serve the purposes of individual Federal libraries and at the same time present an accurate overall view of total Federal library resources, staff, budget, unique collections, and activities.

A standard pattern for statistical reporting, an essential byproduct of this survey, will facilitate and strengthen the interchange of resources among Federal libraries. Accurate data on the size of the collections, services, staff, and budgets of individual Federal libraries assist each institution in its plans and will point up the similarity of objectives and programs, thus contributing to better understanding and greater effectiveness of combined efforts.

Publication

Survey of Special Libraries Serving the Federal Government (1965)
(FS 5.215:15067)

Chapter 6

DISSEMINATION SERVICES AND PUBLICATIONS

Statistics derived from the general information surveys described in chapters 2 to 5 are used by the Reference, Estimates, and Projections Branch to supply information to the many users of educational statistics. The dissemination process frequently involves adaptation, regrouping, and rearrangement of data to meet user needs. Survey data are utilized also for legislative and budget purposes and in developing projections of basic statistical series, including enrollment, instructional staff, high school and college graduates, and educational finances.

Two annual reports, Digest of Educational Statistics and Projections of Educational Statistics, are an important part of the reference and projections service. They are among the most widely known and used publications of the National Center for Education Statistics. Statistical materials are also developed for publication by UNESCO, Organization for Economic Cooperation and Development, the Bureau of the Census, the Office of Education's Institute of International Studies, American Education (the official magazine of the Office of Education), and a variety of national and international yearbooks, almanacs, and abstracts. The annual report on the Condition of Education is a significant new approach in measuring the status of education.

To facilitate the flow of information to the educational community, NCES recently inaugurated an educational statistics information access system. Entitled EDSTAT, this system will be extended to include data from other Federal agencies.

Project Reference Services and Publications

Description

The NCES Reference Service responds to a high volume of requests for educational information and statistics from a wide variety of sources; e.g., members of Congress; Federal, State, local, and international agencies; educational and research organizations; business organizations and trade associations; the communications media; and the general public. These information requests are received by telephone, letter, telegraph, and personal visit. Responses to these requests may require special tabulations and statistical reports.

Comprehensive statistical reports are also prepared for publication by UNESCO, Organization for Economic Cooperation and Development, Bureau of the Census, and a variety of national and international yearbooks, almanacs, and abstracts.

The publication Digest of Educational Statistics provides an annual abstract of statistical information covering the entire field of American education from kindergarten through graduate school. It brings together materials from a wide variety of sources; e.g., surveys of the Office of Education, other governmental agencies, private organizations and associations. Actual data are supplemented by estimates to provide as complete a picture of American education as possible.

An expanding area of reference service activity is the dissemination and coordination of magnetic data tapes covering all the numerous surveys of the Office of Education. Because of the great fund of data on these tapes and the facility with which the data can be manipulated on tape, there is a heavy demand for tape loans and purchases by Federal, State, and local agencies and by private organizations.

Purpose and Uses

The Reference Service helps to fulfil the original purpose of the Office of Education--that of gathering and disseminating information on education in the United States. The service responds to some 10,000 queries per year from legislators, government agencies, private organizations, educational institutions, and individuals.

The Digest of Educational Statistics is widely used by Members of Congress, governmental agencies, educational institutions, private organizations, the communications media, and the general public. It has come to be regarded as the basic source of statistical information on education in the United States, and serves as a basis for setting educational policy, planning, legislation, and evaluation for a number of proposals.

The Digest is also designed to serve as a guide to the NCES reference services and as an introduction to other statistical publications and sources of educational data.

Publication

Digest of Educational Statistics, 1973 Edition (OE-74-11103) $1.25

Project EDSTAT Access System

EDSTAT is a timesharing computing system that permits users of standard keyboard terminals anywhere in the continental United States to interrogate at modest cost a large data bank of educational statistics. Operated by NCES on a 1-year trial period, the system is already being used by several Federal and non-Federal organizations.

Data which can be accessed: Currently available statistics constitute a postsecondary data base organized and placed online in 1973 by the National Commission on the Financing of Postsecondary Education to support its own analytical needs and supplemented by NCES since then. Available are 75 million characters of quantified information in 23 files. Institutional data are derived from several cycles of NCES' 1970-71 to 1973-74 HEGIS and include data sets on institutional characteristics, opening fall enrollment, finance, earned degrees, employees, students enrolled for advanced degrees, facilities, and basic student charges. Several files on noncollegiate or vocational and trade institutions throw some light on this sector. Student data are primarily devoted to the source of funds for postsecondary education.

An elementary/secondary data base is scheduled for introduction in late 1974, and will include social and economic data by school district from the 1970 Census of Population, financial and staff information from ELSEGIS, and student and staff minority status information from the Office of Civil Rights. Other planned additions include base-year and first-year followup data from the National Longitudinal Survey of High School Seniors, adult and vocational education files, and selected Office of Education program statistics.

To accelerate the flow of information to policymakers, NCES has already made some files retrievable before final editing has been completed. Future plans for online data include systematic early release of NCES surveys at several levels of editing. Use of such data will require special care.

Characteristics of the Access System: EDSTAT I, the current version of the access system, is to be phased out in autumn 1974 and replaced, when conversion is completed, by EDSTAT II, an improved design that will reduce telephone line cost to the computer installation and provide improved data-base organization. Although it will not affect data content, the changeover will require that users learn new procedures.

In EDSTAT I, data are held online a minimum of 15 hours a day, Monday to Friday, at a computer installation operated by System Development Corporation (SDC) in Santa Monica, Calif. Most files are labeled "public" and may be addressed simultaneously by any user. Certain non-NCES files have been kept "private," but can be entered by obtaining permission of the source. Managers and planners without prior data-processing experience can quickly learn DS/3, a simple interactive computer language developed by SDC, to address the files. Modest queries can be answered in several seconds, and simple tables produced in minutes. For statistical computations of some complexity, such well-known programing languages as FORTRAN, PL/1, and COBOL can be employed. A full range of statistical routines

Project EDSTAT Access System--continued

and supporting software are available.

EDSTAT II will utilize the INFONET communications network, supported by the General Services Administration and the computer installation of Computer Sciences Corporation in El Segundo, Calif. An interactive computer language for the system will be available.

In both systems, users pay for actual usage (nominal charges for documentation and computer language manuals) at the end of each month, with no minimum charge. NCES assumes all costs for developing the data base and holding it online.

How to join the user community: Prospective users should write to Art Schwartz, System Development Corporation, 2400 Colorado, Santa Monica, Calif. 90404 (213-393-9411 X-573), to initiate online access to EDSTAT I and obtain cost and contractual information. Questions on the DS/3 language and other software can be answered by Nancy Curtis of System Development Corporation (X-7122). Queries on data-base content and documentation should be addressed to William Dorfman or Richard Heilbron, National Center for Education Statistics, 400 Maryland Avenue, S.W., Washington, D.C. 20202 (202-245-8760). Robert Heintze of NCES (202-245-8461) will furnish information on obtaining magnetic copies of the files.

Procedures on initiating online access to EDSTAT II will be announced at a later date.

Project Consortium of Federal Agencies

Description

NCES is organizing and furnishing technical information to a consortium of Federal agencies with a need for educational data. The project provides (1) direct joint access to all educational data received by the Center as well as to selected files of the Bureau of the Census, National Science Foundation, Veterans' Administration, and other agencies, and (2) information on such matters as: educational data files which are currently automated; interagency data redundancies; data standards; ways of interrelating data bases and producing a large-scale intergrated data base of educational information. Participants in the consortium include the Library of Congress, the General Accounting Office, the Senate Committees on Labor and Public Welfare and on Appropriations, and the House Committees on Education and Labor and on Appropriations. To facilitate timely responses to nonstandard queries for educational information, a limited number of special reports, cross-tabulations, and statistical analyses will be made available upon user request.

Purpose and Uses

The consortium was formed in response to section 406(f) of Public Law 93-380. It meets NCES' objective of making its data readily accessible for policy purposes. It also increases the opportunity to, and reduces the cost of, relating educational data from different sources.

Publications

None

Project Condition of Education Report (annual)

Description

This report on the condition of education in the United States ties together past, present, and projected statistics for all levels of education. It provides time series of input, process, and output indicators, along with statistics related to significant educational issues. The report includes a description of NCES activities in the current fiscal year and a projection for the succeeding fiscal year.

Purpose and Uses

The report, mandated by section 406(d) of Public Law 93-380, will reveal program and retrogression in various aspects of education, identify problem areas, and provide a basis for new legislation and for program administration at the national level.

Publication

The Condition of Education (in process)

Project Projection Services and Publications

Description

NCES provides projection services for statistics of elementary and secondary schools and institutions of higher education. It is the only source for obtaining an integrated set of projections in which data on enrollment, instructional staff, graduates, and educational finances are interrelated and specifically tied with school-age population data supplied by the Bureau of the Census.

Purpose and Uses

The projection services of NCES--and its publications, Projections of Educational Statistics and Statistics of Trends in Education--are widely used by Members of Congress; Federal, State, and local agencies; educational institutions and organizations; the communications media; and the general public.

Projections of Educational Statistics is especially useful to legislators and has aided in passage of most of the educational legislation during the past 8 years, including the Elementary and Secondary Education Act. The statistical projections are used by State and local agencies and by higher education institutions and organizations in planning to meet the demands that future enrollments will place upon facilities, revenues, and teachers. The projections continuously provide the communications media with figures for their articles and furnish a valuable source of information for those who have come to look to the Office of Education for guidance and leadership in educational matters.

Statistics of Trends in Education is a wallet-size folder containing projected statistics designed to provide an inexpensive and convenient reference source for distribution at conferences and meetings and by mail.

When the first edition of Trends was issued in November 1970, numerous requests soon depleted the first printing of 25,000 copies; a second printing of 10,000 copies was depleted by June 1971.

In addition to these publications, projection services are supplied to a wide variety of users. Projections of earned degrees by subfields are developed annually and used, among others, by the Bureau of Labor Statistics as input for its manpower reports.

Projections extended to the year 2,000 are used by the Department of Health, Education, and Welfare for the interagency study "Long Range Projections." State projections are used for planning by State and local agencies and by individual institutions of higher education. An example of how these projections services have illuminated educational issues is the forecasting by this Office of a general surplus of teachers several years before it was noted elsewhere.

Project Projection Services and Publications--continued

Publications

Projections of Educational Statistics to 1981-82
(OE-73-11105) $1.50

Statistics of Trends in Education, 1962-63 to 1982-83
(Folder, obtainable from ASE/NCES/DSIS/REP)

Project Statistical Services for Federal Legislation

Description

Estimated allotments to States are computed, at the request of the OE Office of Legislation, for the use of the several subcommittees and committees of both the House and the Senate in their consideration of bills introduced by Members of Congress initiating or amending educational laws administered by the Office of Education. Allotment formula changes are continuous throughout the legislative process, when Congress endeavors to develop a formula for distribution of Federal funds that best serves the needs of the youth of this Nation at each level of education. Materials supplied are published in congressional committee reports and in the Congressional Record.

Purpose and Uses

These services assist the Office of Education, the Department of Health, Education, and Welfare, and the Congress of the United States in evaluating proposed educational legislation and in establishing the final format to be adopted as law.

Publication

None

Project Statistical Services for Allocation of Federal Funds

Description

The Reference, Estimates, and Projections Branch has been the sole Office of Education unit authorized to establish allotments and allotment ratios for financial assistance programs under which allotments are made to States on the basis of statistical formulas or ratios set by law.

The Branch currently is responsible for determining the allotment of $3 billion of Federal funds to the States for aid to education.

Purpose and Uses

This project provides the Budget Division and OE units with the allotments to the States of Federal funds for education under the laws administered by the Office of Education. The States, counties, local educational agencies, higher education institutions, and local government units receive funds based upon these allocations.

Publication

None

Chapter 7

STANDARD TERMINOLOGY PROJECTS AND PRODUCTS

The projects in this section concern the development and revision of manuals of standard terminology for use in collecting, aggregating, analyzing, and communicating educational statistics. Information items are identified, defined, and classified into rational taxonomies. In the design of these handbooks, linkages among financial, pupil, staff, facilities, institutional, and instructional characteristics are encouraged, and the incorporation of data into computerized management information systems is considered. Extensive review by producers and consumers of data increase the validity and acceptability of these handbooks.

Two separate sets of projects are active--one on higher education, the other on elementary and secondary education. NCES progress in the first set is assisted by the Western Interstate Commission on Higher Education in its planning and management systems. In the second set of projects, emphasis is now being directed to increase implementation at the State and local levels.

Project Manual of Financial Statistics Terms and Definitions (Higher Education)

Description

This is a project to develop a manual of higher education financial terms and definitions that are suitable and appropriate for the statistical analyst and the program budgeter. Current financial records are all derived from the ACE-NACUBO* manual on financial operations, but this book does not lend itself to program analysis because it uses the more traditional accounting categories.

Purpose and Uses

Decreasing availability of resources and rising demands for higher education emphasize the need for superior financial accounting procedures for those who allocate resources to higher education, whether they are at the Federal, State, or local levels. The 17 percent (approximately) that the Federal Government contributes to the total higher education expenditure will not have its maximum impact if the other 83 percent is not fully and efficiently utilized.

The manual will permit interinstitutional comparisons of gross costs, understanding of resource allocation policies, and programmatic analyses of financial operations.

The manual will be used to guide a total revision of the financial portion of the HEGIS, just as the Facilities Manual is used to design the form and substance of the facilities survey in HEGIS.

Publication

Manual of Financial Terms and Records in Higher Education (planned)

* American Council on Education--National Association of College and University Business Officers

Project Manual of Personnel Classification by Function (Higher Education)

Description

This project will develop, under contract to Western Interstate Commission on Higher Education (WICHE), new procedures and bases for the categorization of reports about personnel in higher education. The traditional nomenclature is no longer adequate because such terms as "professor," "faculty member," and "graduate assistant" do not necessarily have the same meaning at all institutions. This project will develop terms for staff classification without regard for titles, using functional descriptors such as "instructional staff," "professional-noninstructional," etc., so that NCES may acquire data by generic types.

The manual will contain the categories by function, descriptions of those functions, definitions of all terms used for descriptions, and aggregation and coding schemes. There will also be "crossover" or translation tables to related schemes, similar to the classification used by the Department of Labor (Dictionary of Occupational Titles).

Purpose and Uses

The manual will provide a means and procedure for the classification of personnel by the WICHE Program Classification structure, and will be related to the Staff Data Element Dictionary and personnel record systems.

This project will support the higher education employee survey, both in the acquisition process and in the editing. It will permit institutions to compare themselves to normative standards of staffing.

This manual is designed for adoption by institutions of higher education, interested Federal agencies, States, and regional and research associations.

Publication

A Manual for Manpower Accounting in Higher Education
(in process)

Project Manual of Terms and Procedures in Higher Education Physical Facilities

Description

In 1967, the National Center for Education Statistics, in cooperation with the Office of Education's Bureau of Higher Education, wrote a manual of procedures for inventorying physical plant space. This manual has become the standard in the States and in institutions of higher education. Virtually every institution has such an inventory, and HEGIS has followed the manual faithfully.

With the development of the NCES' Taxonomy of Instructional Programs in Higher Education, part of the manual has become inconsistent with the rest of HEGIS, which is adopting the taxonomy. Also, the manual, a first edition, had a few flaws that need to be remedied. Now that the Western Interstate Commission on Higher Education project on Planning and Management Systems has completed the Space Analysis Manual, a revision of the Facilities Manual is recommended.

Purpose and Uses

Revision will be another step in making higher education statistical data universally and internally consistent to permit aggregations of data for national summaries, comparisons among institutions, and investigations of trends.

Publication

Manual of Terms and Procedures in Higher Education Physical Facilities (in process)

Project Revision of Handbook II, Financial Accounting for Local and State School Systems

Description

A manual or handbook including classifications and definitions of financial data elements and their relationship with the resources, processes, and outcomes as defined and described in other handbooks in the Office of Education State Educational Records and Reports Series is in process. The elements and terms are those found to be needed by each level of operation, local, State, and Federal, through systematic investigations, and have been listed and accepted by a large number of representatives of the educational community in national and regional review conferences.

The project, one in a series of handbook development projects, is conducted in the Office of Education principally because the standardization of terminology for educational management and statistical analyses is broad in scope and needs representative input throughout the educational community for wide acceptance.

The revised handbook includes definitions of (1) balance sheet, revenue, and expenditure accounts, and (2) definitions and classifications of funds, functions, objects, facilities, subject-matter areas, term, assignments of staff, and programs.

Purpose and Uses

Provision of standard terminology for financial accounting and management and for reporting to other agencies is achieved. The use of the handbook by school officials will provide the ability to interrelate finance information with program resource information and pupil outcomes, and thus will serve as a mechanism for determining program cost effectiveness at all levels of education--local, State, and Federal. It is expected to provide a necessary component of planning, programing, and budgeting systems.

Publication

State Educational Records and Reports Series: Handbook II, Revised, Financial Accounting Classifications and Standard Terminology for Local and State School Systems
(OE-73-11800 HE 5.6/2:F49/973 S/N 1780-01225) $2.35

Project Handbook II-B, Principles of Public School Accounting

Description

Handbook II-B, Principles of Public School Accounting, is a procedural guide for persons having responsibility for recording and reporting financial data and information about the operation of a school system. It begins with the accounting equation and leads the reader through all steps from opening the general ledger, through recording of approved budget, balance sheet preparation, periodic and annual reports, subsidiary journals, payroll procedures, special fund accounting, fixed assets accounting, and program cost accounting. The procedures can be applied to any chart of accounts.

Purpose and Uses

Handbook II-B assists in the implementation of double-entry, accrual-based accounting in school-system finance operations by providing guide materials. It is a self-instruction tool, serves well as a training resource, and is a reference useful to school-system managers and administrators.

Publication

State Educational Records and Reports Series: Handbook II-B, Principles of Public School Accounting, 1967 (FS 5.222:22025) $1.25

Project Revision of Handbook III, Property Accounting for Local and State School Systems

Description

This project will revise Handbook III, Property Accounting for Local and State School Systems. The work is designed to identify items and terms essential for description of school land, buildings, spaces in buildings, and school equipment, and to define and classify such items for inclusion in the revised manual. Through cooperative arrangements, nationwide agreement will be reached on all definitions of terms seen as important enough to be maintained in comparable form by all school systems. At least 14 national and regional conferences will be conducted to refine the new handbook and to bring about acceptance of the terminology.

Critically important in the project is the development of linkages of property record and report information to information in other school-system files, promoting the developing concept of comprehensive systems of educational information. Not taken into consideration in the original Handbook III, published in 1959, these linkages are most important reasons for revision of the manual.

Purpose and Uses

Handbook III is one of the handbooks of standard terminology in the Office of Education's State Educational Records and Reports Series. The revision is intended to update the guide and to give it the capability of interrelating property data with data concerning finances, staff, pupils, educational programs, and the community. As a revised manual, the handbook will not only provide a guide to essential comparability of school property data in records and reports, but also a basis for development of improved records systems having the potential of facilitating school and school-system management. These qualities have direct bearing on educational program evaluation, and they are designed to provide better school property data at State and national levels than can now be collected.

Publications

State Educational Records and Reports Series: Handbook III, Property Accounting for Local and State School Systems, 1959 (OE-21019) 75¢

Guide for Implementing Handbook III, Property Accounting for Local and State School Systems, 1966 (FS 5.223:23029)

Project Revision of Handbook IV, Staff Accounting for Local and State School Systems

Description

The results of this project will be a manual or handbook including classifications and definitions of data about staff in school systems and their relationships with resources, processes, and outcomes as defined and described in other handbooks in the Office of Education's State Educational Records and Reports Series. The data elements and terms are those found to be needed by each level of operation--local, State, and Federal--through systematic investigation and have been tested and accepted by a large number of professional associations' representatives in national and regional review conferences.

The project, one in a series of handbooks, is developed by the Office of Education principally because the standardization of terminology for educational management and statistical analyses is broad in scope and needs representative input throughout the educational community for nationwide validity and acceptance.

The revised handbook will contain definitions and classifications of personal identification characteristics, current assignment information, instructional organizations served, subject matter area served, and other information related to the total process of teaching pupils described in other handbooks in the series. Special effort will be made to provide linkages of staff information to all other files of educational information.

Purpose and Uses

In addition to providing standard terminology for communicating about manpower involved in education at the elementary-secondary-community college levels, the handbook provides a mechanism for relating manpower information to total program evaluation. The use of the handbook will allow officials to integrate manpower information into information systems for management, geared to decisionmaking.

Publication

State Educational Records and Reports Series: Handbook IV, Staff Accounting for Local and State School Systems, 1965 (FS 5.223:23039) 65¢

Handbook IV, Staff Accounting (Rev.)
(74-314 S/N 1780-01321) $1.75

Project Revision of Handbook V, Pupil Accounting for Local and State School Systems

Description

Pupil Accounting for Local and State School Systems was published in 1964 as Handbook V in the State Educational Records and Reports Series. The current effort will result in a revised handbook of terminology, classifications, and definitions of items of information used for describing pupils (or students) in elementary, secondary, junior college, and adult education programs. As in the development of the original handbook, representatives of a number of professional educational organizations will participate in the project to ensure the validity and usefulness of the final product.

Purpose and Uses

The principal purpose of the project is to update and improve Handbook V with new and expanded categories of information, including those new items of information that have gained in significance since 1964; e.g., more comprehensive target group identification, more attention to categories describing aspects of pupil performance as outputs of the educational process, greater emphasis (additional items) on the circumstances in which the pupil lives, and greater concern for linking files of pupil information to other files of educational information such as finance, staff, property, and instructional program files. The resulting terms and definitions will improve the quality of data about pupils through increased comparability and compatibility of data items with resulting increased usefulness, validity, and accuracy of pupil records and reports at school, local district, State, and national levels. The terminology will be used as a standard language assuring greater precision of communication among various units and levels of educational organizations and with their respective publics.

Publication

State Educational Records and Reports Series: Handbook V, Pupil Accounting for Local and State School Systems, 1964 (FS 5.223:23035) 60¢

(Revision in process)

Project Handbook VI, Standard Terminology for Curriculum and Instruction in Local and State School Systems

Description

The product of this cooperative project is Handbook VI of the Office of Education's State Educational Records and Reports Series, published in 1970. The project required approximately 6 years for research, development, and editing for publication. Contributing to the substance of the handbook were 3 national committees, a technical committee, 17 ad hoc committees, 129 individuals in 9 regional conferences, 76 national professional organizations and Federal agencies, and others.

The handbook presents a structured system of carefully identified, classified, and defined items and terms needed by local and State school systems for recording and reporting information about curriculum and instruction in elementary, secondary, junior college, and adult education. Items included in the handbook were agreed upon by a wide range of educators and noneducators as necessary to achieving improved communications, comparability, and reliability of data about curriculum and instruction.

Purpose and Uses

The major purpose of the handbook is to provide a means for achieving significant comparability, compatibility, and combinability of information about curriculum and instruction throughout the Nation. The terminology is oriented to both public and private education agencies at the levels of elementary, secondary, junior college, and adult education. It provides a basis for the development of organized bodies of statistical information which can be instrumental in planning and evaluating curriculum and instruction--locally, statewide, and nationally.

Publication

State Educational Records and Reports Series: Handbook VI, Standard Terminology for Curriculum and Instruction in Local and State School Systems, 1970
(HE 5.223:23052) $3.00

Project Handbook VII, The State Education Agency

Description

The project develops a manual of standard terminology applicable in the operation of State education agencies. The manual is intended to aid in the description of their activities and serve as a guide to comparably recording and reporting State educational agency data. The manual contains a classification of defined items and terms and terms for use in describing the function of State departments of education and State education authorities, the personnel of such agencies, property utilized by the agencies, financial aspects of the agencies, and educational programs of the agencies, all arranged in a systematic coding structure. The manual has been developed with the assistance of an eight-member technical committee representing the States, and the support of a Federal grant under Title V (Sec. 505), ESEA, to the Kentucky State education agency acting in behalf of all the States through liaison arrangements with all the States.

Purpose and Uses

The Council of Chief State School Officers by resolution in 1968 requested the Office of Education to undertake cooperative development of this project as a step toward the solution of the problem of a lack of comparability and compatibility of State education agency information.

The manual will be used as a guide to comparability of State education agency information in records and reports. It will be used in agency management, and will serve the making of educational policy at the State level, the fulcrum in the American system of education. It is intended to achieve, at the State level, the high comparability of educational information achieved through previous handbooks in the State Educational Records and Reports Series applicable to specific aspects of local school systems (finance, staff, property, curriculum and instruction, and pupils).

Publication

State Educational Records and Reports Series, Handbook VII, The State Education Agency, Handbook of Standard Terminology and Guide for Recording and Reporting Information About State Education Agencies, 1971 (S/N 1780-0822) $1.75

Project Handbook VIII, Standard Terminology About Community Characteristics

Description

This project is intended to develop a handbook of terminology and definitions about community characteristics which are significant to persons concerned with or involved in educational administration and planning. The handbook deals with significant items of information--their terms, definitions, sources, and uses--which describe aspects of (1) local population and school enrollments, (2) economy, (3) land use, and (4) community organization and communications.

This area of information differs from areas in other handbooks of the State Educational Records and Reports Series in that most of the information items have their source outside the school system. Consequently, initial work was carried out by an interdisciplinary team at the Center for Urban Affairs and Community Services at Miami University, Oxford, Ohio. The national advisory committee for the project includes persons representing the fields of sociology, geography, economics, and community planning; curriculum development and educational administration in elementary, secondary, junior college, and higher and adult education; local school boards; and State departments of education.

Purpose and Uses

Traditionally, public elementary and secondary schools have been operated by and for the local community. With the increasing size and complexity of both local communities and local school systems, communication between community and schools has become increasingly difficult. Nonpublic schools and higher educational institutions have experienced similar difficulties in communicating with their patrons, publics, and constituencies.

Educators have asked for help in identifying those items of community information which are of the greatest significance and usefulness, developing definitions which may be used to assure common understanding among educators and others, assigning appropriate terminology to facilitate accurate communication and reporting, and suggesting appropriate ways of obtaining, analyzing, and using the information for the strengthening of educational programs at all levels through improved planning procedures and through enhanced communication with the schools' publics.

Publication

State Educational Records and Reports Series: Handbook VIII, Community Information and the Schools (in process)

Project Handbook IX, Preliminary Manual of Terminology About Adult/Continuing Education

Description

This is a project for developing a Preliminary Manual of Terminology About Adult/Continuing Education--Handbook IX of the Office of Education's State Educational Records and Reports Series. The manual will consist of discretely classified and defined terms most commonly needed and used in the broad spectrum of adult education for records, reports, and communication. The project was undertaken by the Office of Education as best equipped to standardize terminology in this area.

The terms included will be those agreed upon as having common importance for adult education in public and private schools, colleges and universities, business, industry, churches, and other organizations. Sources of terminology will include the adult education Educational Resources Information Center word list, literature, survey forms, adult educators, and other resources.

Purpose and Uses

A major purpose of the project is to achieve a standardized terminology having a high degree of comparability, compatibility, and combinability for use in the total field of adult/continuing education. It is anticipated that the preliminary manual will be of value in administration, planning, and evaluation of all aspects of adult education programs throughout the Nation. Careful consideration is being given to designing the manual for effective interfacing with other handbooks in the State Educational Records and Reports Series.

Publication

None

Project Handbook X, Educational Technology--Classifications and Standard Terminology

Description

This project is concerned with the development of classifications, terminology, definitions, and units of measure for concepts, terms, objects, and personnel categories in the field of educational technology. The project is based on the broad concept of educational technology and its application will be covered from preschool through all types of postsecondary education. Components will include the curriculum, staff, students (recipients, beneficiaries), materials, equipment, techniques, and facilities (the setting or environment). In addition to the use of the various types of media in traditional instruction, the project will explore the application of concepts such as educational broadcasting, computer-assisted instruction, and computer-managed instruction to nontraditional settings and audiences.

As has been the case in the other handbooks of the State Educational Records and Reports Series, the development of this handbook will be done on a cooperative basis. A national planning group, composed of personnel from each of approximately 20 organizations or associations with an interest in this field, will review materials as they are developed. The second draft will be reviewed in 10 regional meetings by representatives of those organizations or associations. Such cooperative developmental procedures provide for exposure, valuable input, and accelerated implementation.

Purpose and Uses

To Improve Learning (1970), the report of the Commission on Instructional Technology to the U.S. Congress and the President, called attention to the lack of reliable and valid data on the use of educational technology, and the report emphasized that a major barrier to collecting, analyzing, and reporting reliable information regarding educational technology is the lack of clearly defined concepts and standardized terminology within the field. This handbook should serve to assist in planning and decisionmaking, and to establish, improve, and insure compatible recording and reporting of educational technology data. The terminology will be used as a standard language to assure greater precision of communication among various units and levels of educational institutions and their respective publics.

Publication

State Educational Records and Reports Series: Handbook X, Educational Technology--Classifications and Standard Terminology (in process)

Project Training Films for Implementation of Standard Terminology

Description

The project involves the development of audiovisual materials for the development and use of handbooks in the State Educational Records and Reports Series, which are the basic guides for State and local school systems in the recording and reporting of educational information. It involves script development both for sound motion pictures and for strip films in sequences, as well as visual and sound presentations of illustrations showing how to establish and use standard items and terms in educational records.

Purpose and Uses

This project is intended to support the implementation of standard terminology in the records and reports of local school systems and State education agencies. The universal use of standard items of information is the keystone of local, State, and Federal statistical reporting systems.

From the time when the Office of Education program to develop standard educational terminology was initiated in 1951, there has been the intent to promote implementation of such terms in school systems and the States. The Council of Chief State School Officers in 1953 urged "prompt and complete" use of the developed handbooks of standard items and terms. Up to now there has been only token effort to aid the States and the school systems in this effort.

The films and related materials will be used in the training of staff at local and State levels in the development of data systems using standard items and terms as well as institutional training programs for professional and nonprofessional school personnel. Such materials may also be used to facilitate general understanding of complex educational functions.

Publications

Toward a Common Language (film and filmstrip)
(available National Audiovisual Center)

Local Education Agency Handbooks (film and filmstrip)
(planned)

Chapter 8

DEVELOPMENTAL PROJECTS

Project summaries of this chapter are numerous, in keeping with the expanding role of NCES. Several themes are prominent:

(1) Newly prominent educational activities--e.g., studies of instructional technology, junior colleges, and programs in environment and ecology.

(2) Increased understanding and analysis of existing categories of statistics--e.g., the study of school staffing patterns.

(3) Exploitation of data bases from other organizations--e.g., a system to obtain data by school district from the 1970 Census of Population and Housing.

(4) Policy-relevant studies--e.g., the project on barriers to postsecondary education for women.

(5) Survey consolidation--e.g., the survey to produce a consolidated program information report.

(6) Educational outputs--e.g., the investigation of educational indicators, the construction of an anchor test for reading achievement, and the attempt to make a national assessment of educational progress.

(7) Cohort analyses--e.g., the longitudinal study of educational effects.

Several major studies are of great significance for the accountability and cost-effectiveness thrusts of the times. The National Assessment of Educational Progress for the first time will provide performance benchmarks on nationally representative samples of the population on a 5-year cycle in 10 achievement areas. Benchmark data in science, writing, citizenship, and reading are now available. Longitudinal Study of Educational Effects will follow students through school and postschool experiences. These studies, along with Educational Indicators, are a major source for those who wish to relate educational inputs to outputs.

Project The National Assessment of Educational Progress

Description

The National Assessment of Educational Progress is an annual survey of the knowledge, skills, understandings, and attitudes of certain groups of young Americans. It is designed to provide both the educational community and the lay public with information about:

(1) selected aspects of educational attainment of young Americans in certain subject areas, and

(2) any growth or decline in these educational attainments of young Americans over the years.

Ten subject areas were chosen for assessment: citizenship, science, writing, music, mathematics, literature, social studies, reading, art, and career and occupational development. Other areas may be added in the future. Each year two different subject areas are assessed, and each is repeated in a 5-year cycle. The objectives of each area and the questions and tasks, called "exercises," designed to measure these objectives are developed specifically for this project with the aid of contractors and advisory groups of subject matter specialists, school teachers and other staff, students, and lay people. Four age groups are assessed: 9, 12, 17, and young adults between the ages of 26 and 35.

The idea of national assessment was conceived by Francis Keppel, John Gardner, and others in response to concerns about whether the needs of education in the country were being met. Planning for the project was initiated in 1964 by the Exploratory Committee on Assessing the Progress of Education. Instruments were developed and pilot studies were conducted during the next few years, culminating in the administration of exercises to samples of the population in the first subject areas in spring 1969.

During its initial period, the project was funded by the Carnegie Corporation and the Ford Foundation, but it is now supported entirely by the Office of Education. In 1969 the Education Commission of the States assumed policy and administrative responsibility for the project, assisted by a number of policy and technical advisory groups that bring to bear the professional expertise of leaders in education, statistics, and computer science.

As assessment results in a particular subject field are developed, based on carefully standardized exercise administration and scoring, they are analyzed and reported for each age nationally, and by four geographical regions, size of community, type of community, sex, race, and parental educational background.

Project The National Assessment of Educational Progress--continued

Purpose and Uses

The ultimate goal of this project is to provide information that can be used to understand the educational process and to improve education at all levels. While the full potential of this information is currently being studied, we have already seen some significant applications of the assessment's efforts. Several States have adopted the assessment model and technology for begining State assessments, and some school systems are making intensive efforts to revise curriculum in terms of the objectives for the various subject areas defined by the project.

Publications

Science: National Results, 1969-70 (ED-055-786) $1.75

Science: Group Results by Sex, Region, and Size of Community, 1969-70 (ED-043-099) $1.00

Science: Group Results by Color, Parental Education, Size and Type of Community, 1969-70

Citizenship: National Results, 1969-70 (ED-049-113) $1.25

Citizenship: Group Results by Sex, Region, and Size of Community, 1969-70 (ED-063-196) $1.25

Citizenship: Group Results by Color, Parental Education, Size and Type of Community, 1969-70 $2.85

Writing: National Results, 1969-70 (ED-051-245) $1.50

Writing: Group Results by Sex, Region, and Size of Community, 1969-70 (ED-051-246) $1.25

Writing: Mechanics, 1969-70 (ED-062-325) $1.75

Writing: Group Results by Color, Parental Education, Size and Type of Community, Sex and Region, 1969-70 $1.25

Writing: Selected Essays and Letters, 1969-70 $8.00

General Information Yearbook, 1970-71 (ED-017-421) $1.50

Literature: Summary of Data, 1970-71 (02-L-00) $1.25

Literature: Released Exercise, 1970-71 (02-L-20) $3.45

Project National Assessment of Educational Progress-continued

Literature: Understanding Imaginative Language, 1970-71 (02-L-01) $2.65

Literature. Responding to Literature, 1970-71 (02-L-02) $2.85

Literature: Recognizing Literary Works and Characters, 1970-71 (02-L-03) $2.60

Literature: A Survey of Reading Habits, 1970-71 (02-L-04) $2.85

Reading: Summary, 1970-71 (02-R-00)

Reading: Released Exercises, 1970-71 (02-R-20) $3.95

Reading: Understanding Words and Word Relationships, 1970-71 (02-R-01) $1.25

Reading: Graphic Materials, 1970-71 (02-R-02) $2.60

Reading: Written Directions, 1970-71 (02-R-03) $2.10

Reading: Reference Materials, 1970-71 (02-R-04) $2.10

Reading: Gleaning Significant Facts from Passages, 1970-71 (02-R-05) $2.60

Reading: Main Ideas and Organization, 1970-71 (02-R-06) $2.10

Reading: Drawing References, 1970-71 (02-R-07)

Reading: Critical Reading, 1970-71 (02-R-08) $2.35

Reading: Reading Rate and Comprehension, 1970-71 (02-R-09) $2.85

Project Common Core of Data Program

Description

This is a new initiative intended to replace the uneven and largely inadequate provision of educational statistics in the 50 States, 6 outlying areas, and the District of Columbia, by developing an integrated and interlocking system of educational statistics to meet Federal, State, local, and institutional needs for planning and management.

The long-range objective of the proposed program is to build an educational data system adequate to the needs of institutions, school districts, States, and Federal decisionmakers. Development and implementation of the system will be carried out in stages, the rate of activity determined by several factors, including availability of Federal resources and the capabilities of State and local education agencies and educational institutions.

The first phase entails several activities in support of two major strategies: to provide building blocks for long-term development and implementation of the program, and to deliver near-term products responsive to Federal statistical data needs. During the next 5 years, it is anticipated that first-phase activities will yield greatly strengthened statistical services through development of:

(a) new reference and analysis services providing the capability to access and analyze comprehensive educational data bases in a timely manner,

(b) a fast-response survey capability to meet unforeseen and unconventional needs for data,

(c) the consolidation and improvement of statistical data collection for the elementary-secondary and postsecondary sectors,

(d) a modest program of State, local, and institutional incentives for improving data-collection standards and procedures, and

(e) a sample household survey of the population to obtain data not available through formal agencies and organizations.

In later phases of the program, the Federal Government expects to play a leadership role in developing an integrated information system to provide data concerning the formal education system and such informal educational agencies as libraries, museums, educational broadcasting, and other mass media. The program's long-range aim is a full complement of statistical data and services for effective management of the American education system.

Project Common Core of Data Program--continued

Purpose and Uses

The products resulting from activities under the first phase of the program will provide greatly increased statistical capabilities at the Federal level. The data-base design strategy, together with the planned program of technical assistance, is expected to improve data quality and reduce redundancy and burden associated with data collection from State and local agencies and institutions. In addition, such products as the elementary-secondary and postsecondary data-base designs and the reference and analysis systems may be useful as models for State and local agencies in developing or refining educational information systems.

Publications

Products of four grants to develop State and local user requirements for the common core of data, available from NCES include:

"Identifying User's Requirements for the Financial Module of an SEA System" (Michigan) - 1973

"A Different Approach to Educational Information Systems Design" (New York) - 1973

"Planning the Financial Subsystem of the Rhode Island Management Information System" (Rhode Island) - 1973

"Identification of State and Local User Requirements of a Finance Module for the Common Core of Data (Texas) - 1973

"Proceedings of the Seminar for State Personnel on the Planning for the Common Core of Data for the Seventies" - 1972

"A Design for a Professional Personnel Subsystem" (Michigan Department of Education) - 1973

"The Federal Core of Data for Elementary/Secondary Education - First Version" March 1974

Project Longitudinal Study of Educational Effects

Description

The Office of Education is undertaking a long-range survey program for developing consistent, comprehensive historical records for samples of students as they move from our Nation's schools and into early adult life. The cumulative historical account for each individual sampled will consist of a wide variety of information, including home and family background data, educational attainment, work histories, activity status, and achievement data; data on attitudes, aspirations, and other personal-social areas; data descriptive of the educational process (teachers, school policies and programs, etc.); peer group data; and, as appropriate, early postschool experiences.

Three components of this study are underway:

(1) Analytic Review

A review of some 20 large-scale longitudinal and cross-sectional studies that have already been started and in some cases completed. The purposes of these studies are reviewed and the operations--sampling, survey instruments, etc.--are being compared and critically evaluated. The analytical review of other studies will help define technical and substantive problems associated with conducting longitudinal surveys. The reviews of these studies will also provide guidance for linking the NCES longitudinal survey with other surveys, avoid duplication, and test the consistency and validity of important results obtained by the various studies.

(2) National Longitudinal Study of the High School Class of 1972

In 1972, data collection began for the first phase of a National Longitudinal Study (NLS), involving some 21,000 high school seniors from more than 1,200 high schools across the country. In addition, data were collected from about 1,800 staff members who counseled the 12th-grade students. The general purpose of that effort is to determine what happens to young people with regard to further training or education, and their ultimate place in the Nation's labor force, as a consequence of what personal, familial, economic, societal, cultural, and educational factors. A basic objective is to obtain data relevant to examining conditions and situations with implications for Federal policy on education and training, though secondary objectives include the expansion of general knowledge concerning development over the late adolescent and early adult years. Initial followup data were collected from this cohort in the fall and winter of 1973-74 through a combined mail-out and enumeration-type survey.

Additional followup data will be requested from these young adults at intervals over a projected total period of 6 to 8 years. Thus, the study will make repeated observations of the same individuals over the period when their career paths begin to emerge. By examining the relationships between their schooling and other experiences and subsequent choices and progress, we hope to provide valuable information for planners, policymakers, and educational researchers to

Project Longitudinal Study of Educational Effects--continued

use in improving the educational system by making it more responsive to students and their needs, enhancing educational opportunity and achievement, and upgrading occupational attainment.

(3) National Longitudinal Study of the High School Class of 1977

Planning and design activities have been initiated for a longitudinal study of the class of 1977. The major difference between this and the class of 1972 study will be the inclusion of youngsters who drop out during the last 3 years of high school. The following objectives are being considered in the examination of various design alternatives:

(a) The determination of institutional, personal, and societal factors associated with the termination of regular education prior to high school graduation.

(b) The determination of the later consequences for young people who drop out of high school.

(c) The verification of, through replication of the NLS class of 1972 study, the educational, personal, and societal factors that explain the occupational-vocational and educational patterns of the new cohort.

(d) The determination of changes in the relative importance of educational, family, and personal background factors in explaining subsequent educational and occupational development between the two cohorts, particularly as these may relate to changes over the 5-year span in such matters as Federal policy, the economic situation and the employment market, the educational climate of the schools, technological advances, etc.

(e) The gathering of relevant information to examine hypotheses suggested by the earlier study.

Purpose and Uses

The technical virtues of the longitudinal design flow directly out of the feature that the same group of individuals is followed over a period of time. This enables one to relate various outcomes (such as postsecondary education, early vocational experiences, and social development) to earlier achievement levels, aspirations, attitudes, and intervening educational variables. The longitudinal study represents a combined initiative of the Bureau of Higher Education, the Office of Program Planning and Evaluation, and the National Center for Education Statistics, with subsidiary interest by other Office of Education bureaus, and will serve as a data base for varied program requirements. The study is designed to assist the Office of Education in developing legislation and programs to aid students better to achieve their educational aspirations and capabilities and in evaluating the effectiveness of these programs. One important study objective will be to gather information regarding the extent to which high school seniors are unable to realize their educational or vocational ambitions because of lack of funds.

Project Longitudinal Study of Educational Effects--continued

Publications

National Longitudinal Study of the High School Class of 1972, A Capsule Description of High School Seniors (OE-74-11116) 85¢

National Longitudinal Study of the High School Class of 1972, Tabular Summary of Student Questionnaire Data (at printer)

"Immediate Education Plans of High School Seniors, Class of 1972" NCES Management Bulletin #17, March 27, 1974

Tape

National Longitudinal Study of the High School Class of 1972 (data tape) $78.00

Project System to Obtain Data by School District

Description

This project involves the development of a conversion system for defining all school districts with enrollments of 300 or more in terms of small census areas, to make possible tabulations of the 1970 Census of Population and Housing by school district. This conversion system will also permit census socioeconomic data (income, housing, race, mobility, educational attainment, etc.) to be matched with institutional data obtained by the National Center for Education Statistics (school finances, staffing patterns, Federal support, etc.). An organized national file of maps showing the relationship between census units and school districts has been compiled from tables of equivalents, and computer reference tapes giving the codes for census units have been derived. Prospective users can now obtain tabulations of 1970 census data by school district from census summary tapes through one of the 150 Summary Tape Processing Centers or from Basic Record Tapes through the Bureau of the Census itself.

Purpose and Uses

One of the most important uses of data from this project will be to develop more refined statistics used to calculate Office of Education formula grants. For example, ESEA Title I funds are at present distributed to schools on the basis of socioeconomic criteria classified by county. In many cases, however, the socioeconomic characteristics of school districts do not correspond with those for the country as a whole. Such data would be of value to the Commissioner's task force, which was recently established to study OE formula grants and to recommend better ways to calculate the distribution of funds.

Some other ways in which the system can be of value are as follows:

(1) A planning base will be provided for local school officials.
(2) State education agency planning and program development will be supported.
(3) Measures of the ability to finance education can be related to educational expenditure patterns from other data sources.
(4) School districts can be stratified by socioeconomic characteristics for drawing national or State samples of school districts for surveys or for norming standardized tests.
(5) Basic data can be developed for such applications as community profiles, family characteristics of students, dropout characteristics, student geographic mobility, etc.

Publications

None

Project System to Obtain Census Data by School District--continued

Other Products

Maps of School Districts (microfilm) (National Audiovisual Center, GSA)

School District Reference Tape (magnetic tape) (Bureau of the Census, DOC)

School District First Count Tape (magnetic tape) (Bureau of the Census, DOC)

Project School Resources and Community Characteristics

Description

The NCES conversion system for defining school districts in terms of census geographical areas is used to extract social and economic data from census summary tapes and to aggregate to school district level. Information is obtained for the total population living within school district boundaries and for black and Spanish-American subgroups. This data file is then merged with financial and staff data from the Elementary and Secondary General Information Survey (ELSEGIS). Products are distributed in the form of computer tape, microfilm, and printed reports for maximum usefulness to users.

Purpose and Uses

These statistics provide information on income, dropouts, vocation, education, nonpublic school enrollment, labor force participation, and other difficult-to-obtain population variables, and constitute a valuable data base for the analyst of school finances, the allocation of compensatory education funds, and the reduction of inequality of educational opportunity. Information will be provided on such issues as: the relationship between per-pupil expenditure and community characteristics, the extent to which racial and income minorities reside in districts receiving Federal funds, and the influence of nonpublic school population and adult educational levels on local funding of schools.

Publications

"Census Data Combined with School District Data,"
NCES Management Bulletin #15, October 15, 1973

Social and Economic Characteristics of School Districts (in process)

School Resources and Community Characteristics (in process)

Tapes

School District Fourth Count Tape, 1970
- machine readable data
- selective listing program
- microfiche (24 magnification)

Census/ELSEGIS Tape
- machine readable data
- selective listing program

Project Educational Indicators That Measure Social and Program Progress

Description

This is an exploratory applied-research effort with the objective of developing statistical indicators to measure the progress of education at the elementary and secondary levels. There are four broad areas of investigation:

(1) Review existing measures and indicators used to measure the effects of elementary and secondary education.

(2) Formulate new measures of the effects of education, explore existing and new data sources needed to support new measures of progress, and explore avenues of applied research on measurement and data collection.

(3) Assist NCES in developing future indicators of social and program progress.

(4) Assess possible policy implications and consequences of the use of selected alternative educational indicators.

Purpose and Uses

Quantitative indicators of educational output are essential in making intelligent choices among alternative programs and in monitoring the degreee to which program objectives are met. Such output indicators are also necessary for gauging the state and progress of American education and for alerting national leaders to the need for new legislation. In the absence of true output indicators, the performance of the educational system has usually been expressed in terms of inputs of people, money, and materials or in terms of enrollments, number of graduates, etc. Measures are needed to assess factors such as what has been learned, how behavior has been modified, and how social mobility has been facilitated.

One of the objectives of this effort is to develop indicators that might be included in recurring NCES statistical surveys to provide data that:

(1) may be used to develop an overview of the state of public elementary and secondary education;

(2) help determine trends and indicators of progress or deterioration;

(3) identify sectors of the school population or of the educational system with problems, and assess the magnitude of these problems;

(4) provide benchmarks for program planning; and

(5) show relationship between inputs and outputs of the educational system.

Project Educational Indicators That Measure Social and Program Progress--continued

Publications

Indicators of Educational Outcomes (OE-73-11110) 95¢

National Assessment and Social Indicators (OE-73-11111)

A Proposal for (SIR) Adjusted Index of Educational Competence, August 1973 (OE-73-11112) $1.00

Project School Staffing Survey

Description

This sample survey of the Nation's public elementary and secondary schools is designed to determine the number of employees in specific assignments, the full-time equivalent of full-time and part-time employees working in these assignments, and selected demographic and educational characteristics of the pupils in these schools. To reduce individual respondent burden, the survey consisted of three separate samples of public schools and three questionnaires, with only a few items common to all three forms. A pilot survey was conducted in spring 1969; a larger scale survey in spring 1970.

Purpose and Uses

Data from the 1969 survey appear in the 1969-70 annual report of the Commissioner of Education on the education professions, The Education Professions, 1969-70, congressionally mandated by section 503 of the Education Professions Development Act. Statistics are examined which reflect the allocation of staff to schools in which at least 50 percent of the student body are from poor households.

OE's Bureau of Education for the Handicapped uses data on instruction of handicapped children for planning purposes. Up-to-date statistics on employment of guidance counselors in the public schools are also used for planning purposes by the American Personnel and Guidance Association. Furthermore, the 1970 survey provides, for the first time in 10 years, the actual data for calculation of teacher turnover rates at the national level for use by all agencies that estimate and project teacher demand for supply-demand studies. Finally, the data on gifted pupils and programs are used in preparing proposed legislation supporting education for the gifted and talented.

Publications

"Statistics of Poverty Schools," Chapter 3 of The Education Professions, 1969-70, Superintendent of Documents, U.S. Government Printing Office (HE 5.258:58032-70) $1.00

"Reading Statistics: Key Baseline Measures" NCES Management Bulletin #5.

Specialized Instruction in Reading by the Public Schools, Fall 1968
(HE 5.230:30043) 25¢

Specialized Instruction for Gifted Pupils in the Public Schools, Fall 1968
(HE 5.220:20192) 20¢

The Availability of Pupil Personnel Specialists to Public Schools, Fall 1968
(HE 5.220:20193) 50¢

"Teacher Supply and Demand: Public and Nonpublic Elementary and Secondary Day Schools" NCES Management Bulletin #6, June 11, 1971

Project School Staffing Survey--continued

"Specialized Reading Instruction in the Public Schools in 1968-69"
NCES Management Bulletin #3.

Pupil Mobility in Public Elementary and Secondary Schools During the 1968-69 School Year (HE 5.224:24018) 20¢

"Basic Statistics on Food Services in Public Schools, Spring 1970"
NCES Management Bulletin #11.

Pupil Mobility in Public Elementary and Secondary Schools During the 1969-70 School Year (OE-73-11109)

Counselors in Public Schools, Spring 1970 (OE-73-11106)

Number of Pupils with Handicaps in Local Public Schools, Spring 1970 (OE-73-11107)

Teacher Turnover in Public Schools, Fall 1968-Fall 1969 (OE-74-11115)

Professional Staff for the Handicapped in Local Public Schools, Spring 1970 (74-214)

"The American Indian in School: Answers to Questions"
NCES Management Bulletin #9, May 27, 1971 and #13, (update) January 2, 1973

Project Analysis of the Educational Personnel System in the United States

Description

Integrated analytical models of the supply and demand for teachers and other education professionals are being developed for use in statistical planning. Significant variables are identified and parameters estimated by testing the models with data from such sources as the Elementary and Secondary General Information Survey (ELSEGIS) and the School Staffing Survey of the National Center for Educational Statistics, from the individual files of the San Diego school district and the Michigan State Department of Education, and from the college student files of the American Council on Education. Models balancing supply and demand are also designed and treated. Sensitivity analysis is employed to indicate the relative importance of various categories of data concerning the supply and demand for education professionals.

Purpose and Uses

These models are intended to guide NCES in collecting, processing, and disseminating educational manpower statistics. These statistics will be potentially useful for analysis of educational manpower policy and planning issues at the national, State, and local levels. Models of the type developed in this project will be addressed to such questions as: Do school districts adjust their demand for teachers in response to changes in teacher salaries? What factors influence retention rates, longevity, earnings profile, and mobility of teachers? What is the relationship between pupil/teacher ratios and the use of nonteaching professionals?

Publications

Rand Corporation, Santa Monica, Analysis of the Educational Personnel System

- David Greenberg and John McCall, I: Teacher Mobility in San Diego R-1071-HEW, 1973
- David Greenberg and John McCall, II: A Theory of Labor Mobility with Applications to the Teacher Market R-1270-HEW, 1973
- Stephen J. Carroll, III: The Demand for Educational Professionals R-1308-HEW, 1973
- Emmett Keeler, IV: Teacher Turnover R-1325-HEW, 1973
- Stephen J. Carroll and Kenneth F. Ryder, V: The Supply of Elementary and Secondary Teachers R-1241-HEW, 1974
- Kenneth F. Ryder and Bruce M. Juba, VI: Staffing Patterns in U.S. Public Schools R-1342-HEW, 1974
- David Greenberg and John McCall, VII: Teacher Mobility in Michigan R-1343-HEW, 1974

Project Preparation of the Commissioner of Education's Annual Report on the Education Professions

Description

This project is responsible for the preparation of the annual report on the state of the education professions in the United States. The report is mandated by section 503 (a) and (b) of the Education Professions Development Act of 1967. The Commissioner is required to appraise the needs in the field of education, including preschool programs, elementary and secondary education, vocational and technical education, adult education, and higher education, and the adequacy of the Nation's efforts to meet these needs. In addition, the report presents in detail the Commissioner's views on the state of the education professions and the trends which he discerns concerning the staffing needs for such programs. The plans for allocation of Office of Education resources to address such needs under the Education Professions Development Act, in light of the plans and programs of other Federal agencies, is also included.

Purpose and Uses

The legislative mandate requires the Commissioner to appraise the Office of Education policies and programs affecting the education professions. The findings are therefore presented in such a way as to enable the Congress to keep abreast of the needs of the education professions and of the relationship of these needs to the Office of Education policies as well to those of other Federal agencies. In addition, the data marshalled to support the findings are also of value in presenting a statistical profile of the major unresolved issues of the period reported on.

This report is also used by:

(1) Federal agencies such as the Office of Management and Budget, the National Science Foundation and the National Endowment for the Humanities for program planning and program management.
(2) Office of Education program managers and planners, for policy and program management strategy.
(3) The education community for overviews of program content and for the projected allocation plans of the Office of Education.

Publications

The Education Professions, 1968

The Education Professions, 1969-70

The Education Professions, 1971-72 (in press)

The Education Professions, 1973 (in preparation)

Project State Education Manpower Statistics System

Description

This project involves the preliminary planning, by State education agencies, of statistical systems in support of State programs and plans for educational manpower.

Purpose and Uses

The general purposes of this project are to explore systematically the possibilities of achieving a statewide system of educational manpower statistics and to initiate the design activity. A fully developed manpower component would make for a broader statewide educational statistical system, compatible with the evaluation of a comprehensive Federal, State, and local coordinated system of education statistics.

Publication

None

Project October 1972 Employment and Educational Status of 1971-72 College Graduates Prepared to Teach

Description

A survey was conducted of graduates from college in 1971-72 who received training in education and those who entered the teaching field without specifically training for that field. Information obtained includes educational background, personal characteristics, level of teaching for which training was taken, type of certification--if any, extent of enrollment in advanced study, extent to which persons majoring in education shifted to other fields and vice versa and reasons for doing so, job-finding problems, and characteristics of the employment in October 1972.

Purpose and Uses

This survey will establish a baseline study of the employment experience of college graduates shortly after graduation, with special emphasis on the teaching profession. The survey makes it possible to assess the effect of varying economic conditions and of changes in manpower policy on the transition of graduates from school to work, especially of those who trained for the education profession.

Publication

"Employment of Recent College Graduates, October, 1971," Special Labor Force Report, U.S. Department of Labor, Bureau of Labor Statistics, July, 1972

Project Junior College Study

Description

This study is designed to develop an information system on junior colleges, one of the most dynamic parts of the higher education universe, including a questionnaire for eventual incorporation into recurring HEGIS series. Case studies of 15 community colleges were conducted. Questionnaires were sent to samples of students, faculty, and counselors. Interviews will be conducted with key administrators. The case studies focused on the following types of information:

(1) The roles of junior colleges in relation to the communities they serve and to other educational programs and institutions.

(2) The way junior colleges respond to changes in the occupational spectrum and concomitant changes in educational requirements.

(3) The unique functions of junior colleges relevant to the total higher education system, to future roles of the junior college, to high schools, to vocational-technical institutes, to 4-year colleges and to universities.

(4) The effects of existing Federal and State programs on junior college programs and what additional legislation may be needed.

(5) The major administrative and management problems of junior colleges, the influence of higher level administrative bodies upon them, and their possible solutions.

(6) The impact of junior colleges in assisting high school students, particularly the disadvantaged, to obtain more education.

Purpose and Uses

In terms of specific outcomes, the intent of the project is to accomplish the following:

(1) Junior College Continuing Information Form. This form or series of forms will be developed from the analysis of the junior college information resources (literature review), from the series of conferences on problems and issues affecting the 2-year college, and from the analysis report based on the project's case studies. The system will cover all levels of response--faculty, students, counselors, administrators, etc.

(2) Data Bank. The data to be collected through the case studies are unique, pertinent, and comprehensive. As a result, they should be of value for secondary analysis to serve the information needs of educational planners and researchers.

Project Junior College Study--continued

(3) Junior College HEGIS Supplement. A draft of a pretested and revised institutional form for possible inclusion in the ongoing HEGIS system will be developed.

(4) Analysis of Junior College Information Resources (literature review). A comprehensive monograph will be completed containing a review and analytic critique of the wide array of available research and literature on the 2-year college.

(5) Capstone Report. A final summary report will be completed, giving the highlights of the above outcomes together with conclusions and recommendations.

The project is conceived as a first step in developing statistics on junior colleges. These data will be designed to serve two purposes:

(1) Supply the information needed by administrators, educators, and researchers who are concerned about the evaluation and future development of the community junior college.

(2) Provide data for the various Federal, regional, and State agencies which are concerned with the problems of policy formation and program development in the junior colleges.

Publications

Vocational Plans of Full-Time Community College Students, FY 1971 (in process)

Tape

The statistics from the 15 case studies will be assembled so that potential users will have access to a computer data tape.

Project Developmental Program of Statistics on Educational Technology

Description

NCES is collecting information on television and other technologies in formal and nonformal education, including data on availability, use, resources, and finances. NCES has contracted with the Corporation for Public Broadcasting (CPB) to cosponsor a program of statistics pertaining to noncommercial television and radio stations. To date, financial, staffing, scheduling, production, and program source data have been collected from noncommercial television and radio stations. Data are being collected on: the inservice activities provided to teachers by television, the use of instructional television by classroom teachers, the school systems licensed to operate transmittal systems, the contractual arrangements between local education agencies and television stations for instructional programing, the use of closed-circuit and broadcast television in adult/continuing education activities in institutions of higher education, and the amount of, and expenditures for, audiovisual equipment in public libraries.

Purposes and Uses

In To Improve Learning (1970), the Report of the Commission on Instructional Technology to the U.S. Congress and the President, the commission called attention to the glaring lack of reliable and valid data on the use of technologies of instruction, the absence of "hard" cost data on installing and maintaining television systems in the Nation's public schools, and the lack of up-to-date statistics on the status of instructional television fixed service (ITFS) and closed-circuit systems. The data collected thus far in this development program help fill specific data gaps. Some of the data are used by the CPB in their funding of noncommercial television license holders and radio stations. The data are needed and used by Office of Education managers in educational technology in assessing educational broadcast facilities and in planning future programs of instructional technologies.

Publications

"Basic Statistics on Instructional Television and Other Technologies--Public Schools, Spring 1970," NCES Management Bulletin #7, February 9, 1971

Financial Statistics of Noncommercial Television License Holders, Fiscal Year Year 1970 (HE 5.210:10086) $1.00

Financial Statistics of Public Television Licensees: As of June 30, 1970 (OE-73-11001) $1.25

Broadcast and Production Statistics of Public Television Licensees, Fiscal Year 1971 (OE-73-11000) $1.25

Summary Statistics of Public Television Licensees, 1972 (74-404 S/N 1780-01335) $1.70

Summary Statistics of CPB-Qualified Public Radio Stations, 1972 (75-404) $1.40

Project Statistics Program in Environmental and Ecological Education

Description

NCES is developing a statistical program to gather baseline and indepth information about environmental and ecological education (EEE) at all educational levels. Initial statistics have been released on the numbers of public elementary and secondary schools offering courses in environmental health and environmental health occupations and the numbers of pupils enrolled in courses. Enrollment, staff, curriculum, and resources items on EEE at the elementary, secondary, and adult levels are included in other NCES and Office of Education proposed and existing surveys.

Purpose and Uses

The data collected thus far, in addition to their intrinsic interest to the education community generally, are used by the NCES to establish how widely and in what types of schools EEE instruction takes place. This information will be used in planning an indepth survey of EEE activities in secondary schools to find out course objectives, emphases, organization, content, changes in student behavior, etc. The indepth survey will be planned jointly with the Office of Education's Office of Environmental Education, established by the Environmental Education Act of 1970, to ensure the usefulness to them of the statistics as their programs evolve. Another indepth survey of institutions of higher education is planned.

Publication

"Are Enough Children Taking Environmental Health Course Today?"
NCES Management Bulletin #8, March 10, 1971

Project Consolidated Program Information Report

Description

The Consolidated Program Information Report (CPIR) was used for the first time to collect nationally representative statistical data from local education agencies on federally assisted programs for fiscal year 1969. This instrument was developed by the Federal/State Task Force on Educational Evaluation in order to consolidate and improve the reporting of statistical information required by several bureaus in the Office of Education and to provide consolidated program statistics for State education agencies.

The CPIR collects data on participation, staffing, and expenditures of specific federally aided programs that offer educationally oriented services of the Elementary and Secondary Education Act (ESEA), the National Defense Education Act (NDEA), Title IV of the Civil Rights Act (CRA), the Vocational Education Act (VEA), and the Follow Through section of the Economic Opportunity Act (EOA).

The data are collected from 2,600 local educational areas (LEA's) with enrollments of over 300 representing a systematic, stratified random sample of LEA's on a State-by-State basis. This sample is used to make State-by-State projections.

Of these 2,600 districts, 830 represent a systematic stratified random sample of all LEA's in the Nation with enrollments of over 300 and are used for national projections.

Purpose and Uses

At the national level, CPIR information is currently being used in four major ways:

(1) to develop and review the Office of Education's budget request and to support the budget request before Congress;

(2) to perform program planning functions;

(3) to provide testimony for congressional hearings on the extension of ESEA; and

(4) to respond to frequent requests for information from Congress, from offices within the Office of Education, from the Department of Health, Education, and Welfare, from other Federal agencies, and from non-governmental groups.

The Office of Education also anticipates using CPIR data for:

(1) longitudinal analyses of trends in program expenditures and participation;

Project Consolidated Program Information Report--continued

(2) evaluation of the targeting of program funds to regions of the country and to particular groups of students; and

(3) recommendations on reallocation of funds for new program activities.

At the State level, CPIR data are being used to provide a coordinated view of Federal programs for State agency monitors and program planners. CPIR data should help these officials determine the extent to which programs and services reach schools and pupils as intended, to assess the elements of program/service effectiveness and efficiency at the local level, and to satisfy the statistical reporting needs required of those utilizing Federal funds.

Publications

"Participants in and Expenditures for ESEA Title I Programs Operated By Local Education Agencies in Fiscal Year 1972"
NCES Management Bulletin #19, July 12, 1974

ESEA Title I--as listed below:

Neglected or Delinquent Children in State-Operated or Supported Institutions, Fiscal Year 1971 (in process)

Neglected or Delinquent Children in State-Operated or Supported Institutions, Fiscal Year 1972 (in process)

Tapes

1972 CPIR (Consolidated Program Information Report) (covers school year 1971-72)

Project An Anchor Test for Reading

Description

This study has been designed to produce tables of score correspondence among widely used reading tests and to produce nationally representative norms for these tests at the 4th-, 5th-, and 6th-grade levels.

One part of the study, the equating phases, involved administration of pairs of tests to 4th-, 5th-, and 6th-graders in a sample of approximately 500 public and nonpublic schools. A pair of tests, including reading and vocabulary subtests in most instances, was administered to each participating student--one test in the morning, the other in the afternoon. The purpose of this phase was to determine equivalent scores on seven widely used reading tests.

In the restandardization or norming phase, the study provides new norms for the Metropolitan Reading Test at grades 4, 5, and 6, based on a randomly selected, stratified sample of more than 1,000 public and nonpublic schools. Every pupil tested in this phase completed the Word Knowledge and Reading subtests of the Metropolitan Reading Test. New norms for this test are being constructed from the results of this phase. The results of the equating and restandardization phases will be combined to produce new norms for the other reading tests.

Purpose and Uses

At present, schools accustomed to one test cannot move to another test without breaking the continuity of their testing program. Schools within the same district cannot merge or compare their data, nor can they participate in a mutually beneficial evaluation of experimental programs unless they all use the same test. These problems are not restricted to schools. What are perhaps of greater concern are the problems faced by central agencies, such as those at the State and Federal levels, which cannot merge test results unless all schools involved in the comparison use the same test.

The Anchor Test Study will permit the merging of data on different reading tests and thus will eliminate many of these problems. School counselors may be able to convert the test scores of students who transfer into their districts to scores on the reading tests they normally administer. School system offices will be able to convert to a single scale scores on different tests used by different schools, and thus compile reading achievement statistics for the entire district. State departments of education will be able to allow freedom in school districts' choices of reading tests and will still be able to compile statewide reports on reading achievement.

The norming portion of the study will provide additional advantages. Many of the norms currently available do not provide adequate representation of all of the Nation's children. Some norm samples do not fairly represent inner-city or nonpublic school children. The norms that result from this study will be truly nationally representative and will be weighted to represent children in all geographic and socioeconomic categories in proportion to their representation in the population.

Project An Anchor Test for Reading--continued

Publications

A Description of the Anchor Test Study, Educational Testing Service, 1971.

Equivalence and Norms Tables for Selected Reading Achievement Tests
(74-305 S/N 1780-01312) $1.90

Project Rasch Model Analysis of Anchor Test Data

Description

A Rasch procedure is being applied to data collected in the equating portion of the Anchor Test Project. The application of the procedure will result in a set of tables of score correspondence which will be compared with the tables developed in the Anchor Test Project.

Purpose and Uses

The Rasch procedure offers a significantly less expensive approach to the development of tables of score correspondence for achievement tests. If the procedure is workable, future anchor test type studies for grade levels and academic skills areas other than those in the current Anchor Test Project will require significantly smaller samples of children, thereby reducing expenses as well as administrative burdens at Federal, State, and local levels.

Publication

A technical report on the feasibility of the Rasch procedure for future anchor test type projects.

Project Statistical Survey of Elementary Schools

Description

The Elementary School Survey collects information on certain groups of elementary school pupils whose services have been the subject of Federal legislation. Such pupil population groups as the economically and academically disadvantaged, the handicapped, pupils from non-standard-English-speaking environments, children from migrant families, and neglected and delinquent children are to be surveyed to determine the scope of services being received, the magnitude of need to be filled, characteristics of these pupils, and the process by which services have been delivered to them, including sources of funding.

Purpose and Uses

The most important use of data to be derived from this survey is to provide answers to basic policy questions raised by program managers who have to account for the structure and conduct of their programs. Ultimately, the policy questions deal with the equitable receipt of services by the pupil population groups in accordance with well-formulated objectives carried out in an efficient and productive manner.

Publications

None

Tapes

1970 Elementary School Survey (815 districts, 2,500 schools, 28,000 teachers)

Project Development of a Secondary School Survey

Description

The Secondary School Survey (SSS) is being developed to collect information at the secondary levels (grades 7-12) on the extent to which program objectives are being achieved for the following federally funded programs: ESEA Titles I, II, VI part B, VII, VIII, NDEA III, and the Vocational Amendments of 1972. The SSS is currently in its second phase of funding. During phase I (June 1970-May 1972), the major events included the development of policy questions for the federally funded programs listed above and the administration of a limited-scale pilot test. The policy questions consist of a series of documents which define the basic issues surrounding the management and administration of the Federal programs listed above. They formed a basic framework from which survey design and questionnaire items were derived.

Phase II (June 1972-August 1973), the current developmental stage, called for revision of questionnaires and procedures used in the pilot test, refining the research design plan, and development of sample specifications in preparation for a nationally representative pretest conducted in fall 1973. Activities during phase III (September 1973-June 1974) of the Secondary School Survey included administration of a nationally representative pretest and a reliability and validity study, analysis of the data collected and the survey procedures. This pretest was the last test of the survey instruments and procedures prior to national implementation in spring 1974 (phase IV).

Purpose and Uses

The major purpose of the Secondary School Survey is to provide information concerning:

(1) types of services and acrivities being provided for students by federally supported and some non-federally supported programs;

(2) characteristics of the schools and the teachers who participate in the delivery of services and activities;

(3) characteristics of students who receive or who do not receive various types of services or treatments; and

(4) some measure of the outcomes or benefits accruing to students receiving services.

Data collected in fall 1973 and spring 1974 are to be used to manage, assess, and evaluate current programs and to form a basis for recommending legislative or administrative changes to existing Federal support.

Publications

None

Project Programs and Enrollments in Noncollegiate Postsecondary Schools

Description

This project will survey a sample of public and private postsecondary schools to develop national estimates on their programs, enrollments, staff, and other characteristics. Schools to be included in the survey will come from the Vocational Education Postsecondary Directory developed by NCES. These institutions include business, vocational, trade, flight, beauty, barber, hospital, technical, and area schools. Excluded are colleges and universities for which data are gathered through the HEGIS system.

Each school will be asked to report, for each program, on total enrollment during the last 12 months, completions, length of program (in hours), total charges to a student, and outside financial resources used by institution (such as special funding for manpower development programs). Data will also be collected on the age and race and ethnic backgrounds of students and on the numbers and functions of staff members.

Purpose and Uses

A major purpose of this survey is to obtain information which may be used by Federal officials planning the implementation of the Education Amendments of 1972. Data on length of program, cost to the student, age range, and race and ethnic background will be used in drawing up standards for administering the new Basic Opportunity Grant program. Information on the programs and enrollments will be used by the newly authorized State planning commissions composed of representatives of both colleges and universities and other postsecondary schools.

An additional role for this survey will be to provide base data on the enrollments and completions by programs to aid in studying the relationship between supply of and demand for trained persons. Little concrete information has been available on the training provided by private postsecondary noncollegiate institutions.

Data from this survey will be related to information on the same schools collected from the Vocational Education Postsecondary Directory Project to provide information about the institutions and their students.

Publications

None

Project Classification and Indexing of Elementary School Survey Data

Description

Phase I of the project consists of developing a classification and indexing system for the data tables derived from the 1970 and 1971 Elementary School Surveys. During phase II the contractor will examine approximately 70 policy questions provided by the Office of Education and will indicate which tables supply information necessary to answer the questions. This work will lead to the production of two monographs on selected topics using data from the 1970 Elementary School Survey.

Purpose and Uses

The classification and indexing system will give data users easy access to the 1970 Elementary School Survey data tables.

Publications

None

Project Special Survey of Finances of School Systems Serving Large Cities

Description

This project involves surveying all school districts serving cities with a population of 200,000 or more in the 1970 census. Data are being collected on funds available by source, expenditures by major function, assessed evaluation levy, number of pupils and teachers, and program changes for the period 1967-68 to 1971-72. These data will be used in conjunction with census data, Elementary and Secondary General Information (ELSEGIS) data, and such other comparable data as are available.

Purpose and Uses

This study is intended to determine the financial situation and financial trends in school systems in large cities. The findings and analytical results are expected to provide a basis for possible leadership initiatives by the Commissioner of Education towards more effective application of available fiscal resources in support of urban education.

Publications

None

Tapes

Urban Finances, 1967-68 and 1971-72

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